

Policy:

Equal Opportunities

1. Introduction

The purpose of this policy is to ensure that all members of our school community are treated fairly and with respect, regardless of their background, identity, or personal circumstances. We aim to eliminate discrimination and promote equality in all aspects of school life, including teaching, admissions, employment, and community involvement in order to create a welcoming and empowering environment for all members.

At Thames British School Warsaw, we c | a | r | e

Our Principles:

We care:

- that every one of our students reaches their full potential, academically, socially and emotionally;
- that every student is safe and feels safe at school, and this means we are all responsible all of the time;
- that communication and our choice of language is inclusive and respectful;
- about our behaviour and what it may communicate to others. We conduct ourselves in an ethical manner and with integrity at all times;
- about our communities culture, behave in a manner that fosters our values and insist that all members of our community do the same; and
- about learning first and foremost. Teachers are considered facilitators of learning and models for our community and its culture.

Our values:

c	Collaborative & Compassionate	We work together when needed to get the job done. We value the work of others, are compassionate, and recognise that success is mutually beneficial
a	Authentic	We are real, genuine and honest. We are true to ourselves and our community and represent our-selves as such with integrity
r	Responsible & Resilient	We have an obligation to reach our potential and fight to do so. We are accountable for our actions and utterances, and demonstrate respect for others needs and our environment. We don't give up.
e	Enlightened	We act on evidence, are factually well-informed, tolerant of alternative opinions, and guided by rational thought.

2. Scope

This policy applies to:

- all students and prospective students,
- all staff members, including teaching and non-teaching staff,
- parents, guardians, and visitors,
- external contractors and partners.

3. Legal Framework

We comply with relevant local and international laws concerning equality, diversity, and anti-discrimination, including but not limited to:

- The Constitution of the Republic of Poland (1997)
- The Education Law Act (Poland)
- The Labour Code (Poland)
- The Treaty on the European Union (TEU) and the Treaty on the Functioning of the European Union (TFEU)
- European Union Directives on Equal Treatment
- The Equality Act (UK)
- The UN Convention on the Rights of the Child

4. Roles and responsibilities

4.1 The role of the Executive Head of Schools

- 1) Ensure the development, implementation, and regular review of the equality policy to align with legal requirements and best practices.
- 2) Provide clear leadership and direction on equality and inclusion, promoting a culture of fairness, respect, and diversity throughout the organization.
- 3) Ensure that the organization complies with all relevant equality legislation.
- 4) Oversee and support equality and diversity training for staff, ensuring all team members understand their responsibilities under the policy.
- 5) Review data and reports on equality performance, including recruitment, promotions, and staff satisfaction, to identify and address any gaps or issues.
- 6) Ensure that decisions regarding resource allocation, staffing, and organisational priorities are made with consideration for equality and inclusion.
- 7) Act as the primary advocate for equality, engaging with staff, students (if applicable), parents, and the wider community to promote the principles of the equality policy.
- 8) Ensure robust procedures are in place for reporting, investigating, and addressing complaints of discrimination, harassment, or inequality.
- 9) Work closely with senior leadership, governors, and other stakeholders to embed the equality principle into the organisation's culture.

4.2 The role of the Head of School

- 1) Ensure that all staff are aware of the Equal Opportunities Policy and that these guidelines are applied fairly in all situations.
- 2) Ensure that the school's Equal Opportunities Policy is implemented.
- 3) Promote the principles of equal opportunity when developing the curriculum and in providing opportunities for staff training.
- 4) Promote respect for the community members in all aspects of school life.
- 5) Take appropriate action in cases of harassment or discrimination.
- 6) Make effective and reasonable adjustments where appropriate to meet the individual needs of students and staff.
- 7) Take steps to prevent discrimination, bullying, harassment and victimisation from taking place.
- 8) Ensure compliance with equality legislation.

4.3 The Role of the Staff

- 1) Ensure that all students, parents and colleagues are treated fairly and with respect.
- 2) Staff will take all reasonable steps to ensure that disabled students and students with special educational needs will be given support as appropriate to enable them to benefit from their learning. This includes students who are more able, and those with specific learning difficulties and disabilities.
- 3) Although English is the language of inclusion at school, teachers should try to ensure that all students' culture is acknowledged and valued.
- 4) When planning schemes of work, teachers will take into account this Equal Opportunities Policy, both in the choice of examples and topics to study (where appropriate). For example, science and history topics could include examples of significant contributions made by women or encourage a discussion about why the work of scientists and historians is often dominated by one ethnicity or gender.
- 5) When selecting classroom materials, teachers will strive to provide resources which challenge stereotypes and, where appropriate, promote positive images of minority groups.
- 6) All teachers and non-didactic staff will react to any incidents of prejudice or discrimination, and draw them to the attention of the Senior Leadership at school.

4.4 The Role of Students

- 1) Students will be informed about the policy and encouraged to report incidents of prejudice or discrimination to the teacher, Deputy Head of School, Head of School, or Executive Head of Schools, as appropriate. If there are safeguarding concerns, they should report them to the DSL or, if the DSL is unavailable, to the ADSL.
- 2) Students will be encouraged to demonstrate respect, tolerance and understanding towards others and in their interactions with others.
- 3) Students will be expected to acknowledge and act on the principle that no student will be discriminated against on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, disability or any other personal characteristic, as prohibited by law.

4.5 The Role of Parents / Carers

- 1) Work in close partnership with their child and school staff to promote a culture of respect for others.
- 2) Parents will encourage their children to demonstrate respect, tolerance and understanding towards others and in their interactions with others.
- 3) Parents will bring any incidents of prejudice or discrimination to the teacher, Deputy Head of School, Head of School, or Executive Head of Schools, as appropriate. If there are safeguarding concerns, they should report them to the DSL or, if the DSL is unavailable, to the ADSL.

4.6 The Role of Visitors / Contractors / Third Party Employees

All visitors and contractors are required to adhere to the Equal Opportunities Policy and the Staff and Volunteers Code of Conduct.

5. Principles

5.1 Non-Discrimination

We are committed to ensuring that no one is treated less favorably on the basis of:

- race, ethnicity, or national origin,
- gender, gender identity, or sexual orientation,
- religion or belief,
- age,
- disability or special educational needs,
- socio-economic status,
- any other protected characteristic.

5.2 Inclusivity

We strive to create an environment where everyone feels valued and included. We encourage active participation from all members of our community, respecting individual differences and celebrating diversity in various forms.

5.3 Equal Access to Education

We ensure that all students have equal access to high-quality education and are supported to reach their full potential. This includes providing reasonable accommodations for students with disabilities or learning needs and offering additional support where needed.

5.4 Recruitment and Employment

The school ensures that staff recruitment opportunities are open to all candidates who have the required qualifications and credentials for the roles that they are applying for, without bias or prejudice. We are committed to providing equal opportunities for all staff, offering fair pay, and fostering a work environment that values diversity and inclusion.

6. Implementation

6.1 Equal Opportunities in the Curriculum

Our curriculum reflects and respects the diversity of our student body, promoting cultural awareness and understanding. We actively seek to eliminate any bias or stereotypes in teaching materials and methodologies.

- 1) Teachers assess all materials and resources used for teaching and take appropriate action whenever possible to ensure that they reflect concepts, themes and information which seeks to eliminate prejudice, and any other form of discrimination.
- 2) The school ensures equal opportunities to all students in careers counselling.
- 3) Any form of counselling, subject support and guidance offered by the school is equally available to all students, including those with special needs and disabilities.
- 4) Clubs and extracurricular activities are equally available to all students.
- 5) Students admitted to school have equal access to a broad and balanced curriculum that will prepare them well for life beyond school.
- 6) Behaviour expectations and disciplinary sanctions are free of any gender, sexual orientation, race or culture bias, religion and belief.
- 7) The school ensures that any gender stereotyping regarding subject choices when advising on Key Stage 4 and Key Stage 5 courses is not taking place.

6.2 Admissions

- 1) Every student is subject to entry requirements as per the Admissions Policy, regardless of nationality, gender, race, disability, sexual orientation, religion or belief.
- 2) Admissions to Thames British School are based on merit and the ability to meet the academic and behavioural expectations of the school. We do not discriminate against candidates on the grounds of race, religion, gender, or any other protected characteristic.

6.3 Student Support

We provide a safe and supportive environment for all students, ensuring that every child feels included, respected, and empowered. Our pastoral care system supports students' emotional, social, and academic development.

6.4 Staff Development

We invest in staff training and professional development to promote awareness of equality, diversity, and inclusion issues. All staff are encouraged to take responsibility for upholding this policy and contributing to a positive school culture.

7. Complaints

Any concerns or complaints regarding discrimination or breaches of this policy will be treated seriously and investigated promptly. We encourage open dialogue and ensure that all complaints are handled fairly and confidentially.

8. Monitoring and Review

The Equal Opportunities Policy is periodically reviewed to ensure it remains effective and aligned with current legislation and best practices. We welcome feedback from students, staff, and parents to continually improve our approach to equality and inclusion.

9. Commitment to Diversity

As an international school, we celebrate the cultural, linguistic, and personal diversity of our community. We are dedicated to ensuring that our policies, practices, and environment reflect our commitment to equity, diversity, and inclusion.