



## Equal opportunities policy

# Chartwell International School

---

## Contents

Introduction .....	3
Aims and objectives .....	3
Equal opportunities in recruitment .....	4
Equal opportunities in the curriculum .....	4
Race .....	5
Gender / Sex .....	5
Religion and belief .....	6
Pregnancy and maternity .....	6
Marriage and civil partnership.....	6
Gender reassignment/non-binary.....	6
Age .....	7
Bullying .....	7
The role of Advisory Board.....	7
The role of the Executive Principal .....	7
The role of teachers .....	8
The role of students .....	8
The role of parents.....	8
Dealing with allegations made .....	8
The role of visitors/contractors.....	9
Monitoring.....	9
Policy review .....	9

## Introduction

The policy relates to students, staff and others using the CIS facilities.

The 'protected characteristics' referred to in this policy apply to the following:

- ✓ Age
- ✓ Sex
- ✓ Race
- ✓ Disability
- ✓ Religion and belief
- ✓ Pregnancy and maternity
- ✓ Marriage and civil partnership.

How these specifically apply in each instance will vary, depending upon the context, and whether it is concerning students, staff or those using the school's facilities. Proportionality and due regard will apply when giving due consideration to what is required.

For students, staff and others using the school facilities, the school is committed to the need to:

- ✓ Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited under the Republic of Serbia: The National Plan of Action for Children - Feb 2004
- ✓ Advancing equality of opportunity between people who share a protected characteristic and those who do not
- ✓ Fostering good relations between people who share a protected characteristic and those who do not.

The CIS is committed to giving all students every opportunity to achieve the highest standards:

- ✓ taking account of their varied experiences and needs;
- ✓ offering a broad and balanced curriculum;
- ✓ having high expectations of all students.

This policy should be read in conjunction with the following school policies:

- Safeguarding and child protection policy
- Behaviour (including Anti-Bullying) policy

## Aims and objectives

- The CIS staff do not unlawfully discriminate against anyone, whether student, parent, staff or visitor, on the grounds of, or related to, any of the protected characteristics.
- The CIS promotes the principles of fairness and justice for all through the education that it provides in the school.
- The CIS seeks to ensure that, wherever possible, all students have equal access to the full range of educational opportunities provided by the school.
- The CIS strives to constantly identify and remove any forms of indirect discrimination that may form barriers to learning for some groups by regularly assessing the impact of its policies and practices.
- The CIS ensures that recruitment, employment, promotion and development opportunities are open

to all.

- The CIS challenges personal prejudice and stereotypical views whenever they occur. The CIS is aware that prejudice and stereotyping can be caused by misconception and by ignorance. Through positive educational experiences, and support for each individual's point of view, the CIS aims to promote positive social attitudes and respect for all.
- The CIS values each student's worth, celebrating both people's individuality and the diversity of the community centred on the school and shows the utmost respect for everyone.
- The CIS and its staff strive to be proactive in tackling prejudice and unlawful discrimination.

## **Equal opportunities in recruitment**

The CIS will ensure that no job applicant or employee is discriminated against on the grounds of the protected characteristics and will proactively monitor and review this over time and make changes where required to address any imbalance.

Recruitment and selection procedures and practices are regularly reviewed to ensure that no individual is put at a disadvantage either directly or indirectly, paying particular attention to the protected characteristics.

In accordance with the spirit of this policy statement, employees are given an equal opportunity to progress within the organisation, and this will be monitored and reviewed on an ongoing basis by the schools, with changes made where necessary to address any imbalance.

## **Equal opportunities in the curriculum**

Every student has an equal entitlement to the Curriculum and, subject to entry requirements, to all other areas of the curriculum, regardless of language, gender, race, disability, sexual orientation, religion or belief, age, pregnancy or maternity or gender dysphoria.

Students should have equal access to the curriculum regardless of academic ability. Consequently, this policy should be read in conjunction with the other pertinent policies.

Staff will actively encourage the breaking down of any traditional gender stereotyping regarding subject choices. This is particularly important when counselling for Key Stage 4 and Key Stage 5 courses.

The CIS will monitor any careers advice or work experience placements provided by outside agencies to aim to ensure equal opportunities.

All forms of individual and subject support, guidance, amenities and facilities, including extra-curricular activities, will be equally available to all students, with particular attention given to equality of opportunity across the protected characteristics. The CIS will establish monitoring arrangements in relation to the protected characteristics and how they apply to these activities, to determine whether improvements may be necessary.

Teachers will 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 address stereotypes in relation to the protected characteristics, and remove discrimination. Teachers will try to ensure that all students feel that their language and culture is both acknowledged and valued.

# Chartwell International School

---

The CIS actively encourages an ethos in which all students feel secure and valued. See details of the school's Safeguarding and child protection policy.

## Race

The term 'Race' refers to a person's ethnicity, race, nationality or national origin.

The CIS will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial groups.

The CIS will not tolerate any form of racism or racist behaviour. Should a racist incident occur, it will be dealt with in accordance with school procedures.

The CIS endeavours to be welcoming to all minority groups. The celebration and understanding of cultural diversity is promoted through the topics studied by the students and is reflected in displays, resources and events.

Cultural diversity and respect for others are celebrated and reflected across the whole curriculum. The curriculum will enhance students' understanding of world society and history, including the contributions of minority ethnic groups.

The schools will give students the understanding they need to recognise prejudice and reject racial discrimination.

## Gender / Sex

The CIS will constantly examine its curriculum, procedures and materials for gender bias or inequality.

The CIS will encourage students to be aware of the rigid sexual stereotypes presented by, for example, the media, and will try to ensure that resources include non-sexist books which value the achievements of both women and men.

The CIS is committed to providing a curriculum which avoids unnecessary historical gender divisions. The schools will endeavour to provide all students with experience in subjects traditionally considered to be suitable for a single sex e.g. rugby, football, netball, cooking, woodwork, etc.

The CIS will ensure:

- that teachers allocate their time fairly between the sexes;
- that teachers consider the difference in preferred 'learning styles' often displayed between boys and girls, and design lessons that provide opportunity to appeal to both genders;
- that all students have opportunities for working with students of both sexes;
- that the traditional sexual stereotypes are broken down (for example by not asking boys to move furniture whilst girls tidy up);
- that students have opportunities for examining their own preconceived ideas of gender roles;

# Chartwell International School

---

- that students are encouraged to pursue less conventional subjects and interests, for example girls to read more non-fiction and boys more fiction; girls to develop mechanical interests and boys creative skills.

## Religion and belief

The CIS respects the religious beliefs and practices of all staff, students, parents and visitors and will comply with all reasonable requests relating to the accommodation of a recognised religion or belief/ observance and practice. This includes respect for lack of religion or belief, as in humanism and atheism.

## Pregnancy and maternity

The CIS will be supportive of students who become pregnant and will make reasonable and appropriate arrangements to assist them to continue with their education.

As well as normal practice arrangements in terms of maternity and paternity leave and employment protection, staff who become pregnant will be supported through pregnancy and maternity/paternity leave, with reasonable adjustments made where appropriate and necessary.

Staff who have a pregnancy that ends will be supported through that process, for instance, by being offered compassionate leave.

Staff who have a baby born prematurely or with health issues will be supported through that process.

## Marriage and civil partnership

The CIS will ensure that equality of opportunity is provided for people applying for positions at the schools, regardless of their marital or civil partnership status.

Respect and dignity towards children whose parents are in a civil partnership will be upheld by students, teachers and other school staff.

Staff, parents of students and students who are in a civil partnership will be treated with dignity and respect.

Staff members joining the school with a civil partnership that is recognised in their home country, but not in Serbia will not be eligible for a spousal visa under Serbian law.

## Gender reassignment/non-binary

The schools will ensure that learners undergoing gender reassignment are protected from bullying or harassment relating to this and will work with the young person and their parents/guardians to manage this.

Students identifying as non-binary or with a non-birth assigned gender will be treated with respect in consultation with parents.

# Chartwell International School

---

## Age

CIS will put procedures in place to ensure that no-one is denied a job, an equal chance of training or promotion or suffers from harassment or victimisation because of their age. This will be enacted by the recruitment team normally consisting of the Executive Principal and the relevant Head, supported by the director.

## **Bullying** (to be read in conjunction with school's Anti-Bullying Policy)

The CIS is committed to identifying and tackling all forms of bullying, which can have a significant negative impact upon a student's well-being and academic achievement.

The CIS will take 'identity based' bullying relating to the protected characteristics particularly seriously, where a student's identity or perceived identity is being used as the basis for the bullying.

The CIS will address and take seriously cases of 'cyberbullying', whereby bullying occurs through the use of information and communication technology, in particular, through the use of social media, such as Facebook, twitter, or other social networking websites or text messaging.

Staff, students and parents will be encouraged and supported to report all incidents of bullying and cyberbullying.

## The role of Advisory Board

The Advisory Board has responsibility for the duties which arise in relation to equal opportunities within the CIS.

In this policy statement the Advisory Board has set out its commitment to equal opportunities and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The Advisory Board will ensure that no-one is unlawfully discriminated against whilst in the school on account of the protected characteristics.

## The role of the Executive Principal

The Executive Principal will ensure that the school's policy on equal opportunities is implemented, and is supported by the Advisory Board in doing so.

The Executive Principal will set aside their own prejudices and ensure that all students, fellow colleagues and those using the school's facilities are treated fairly and with dignity and respect.

The Executive Principal will ensure that all staff are aware of the school's policy on equal opportunities and that teachers apply these guidelines fairly in all situations.

The Executive Principal will ensure that all appointments panels give due regard to this policy so that no-one suffers discrimination.

The Executive Principal will promote the principles of equal opportunity when developing the curriculum and

# Chartwell International School

---

in providing opportunities for training.

The Executive Principal will promote respect for other people in all aspects of school life; in assemblies, for example, respect for other people will be a regular theme as it will also be in displays around the school.

The Executive Principal will view all incidents of unfair treatment with due concern.

## **The role of teachers**

Class teachers will set aside their own prejudices and ensure that all students, colleagues and those using the school's facilities are treated fairly and with dignity and respect.

The CIS will address both direct and indirect discrimination against any child/young person, parent or visitor and will actively seek to identify and resolve it. Ignorance of what constitutes discrimination is not lawful protection against an allegation and will therefore not be considered a defence.

When selecting classroom materials, teachers will strive to provide resources which give positive images and which challenge stereotypical images in relation to the protected characteristics.

When designing schemes of work, teachers will pay cognisance to this Equal opportunities policy, both in the choice of topics to study and in how to approach sensitive issues. For example, history topics should include examples of the significant contribution made by women; in geography, attempts should be made to counter stereotypical images of Africa and Asia for example and to show the true diversity of development in different parts of the world.

All teachers and support staff will challenge any incidents of discrimination and draw them to the attention of the Head of School.

## **The role of students**

Students will be made aware of this policy and will be encouraged and supported to draw any incidents of discrimination to the attention of the class teacher and/or the relevant Head.

## **The role of parents**

Parents will be made aware of this policy through the parent handbook and will be encouraged and supported to draw any incidents of discrimination to the attention of the class/subject teacher or the relevant Head.

## **Dealing with allegations made**

The CIS will take all allegations of discrimination very seriously, and will commit to investigating them properly and fairly. The CIS will also foster a 'safe environment' where students or parents can feel confident to raise these issues, and be fully supported and protected throughout the procedures which may follow.

The CIS will take 'false allegations' of discrimination seriously, and this will be dealt with in the appropriate manner by the schools under its disciplinary procedures. It is hoped that this will be rare and will normally only be determined following a fair and thorough investigation.



## **The role of visitors/contractors**

All visitors and contractors are required to adhere to the school's policy.

## **Monitoring**

The relevant Heads are responsible for monitoring the effectiveness of this policy. The Head of Primary/Secondary will therefore:

- monitor the progress of students from minority groups, comparing it to the progress made by other students in the school;
- monitor the staff appointment process so that no-one applying for a post at the school is discriminated against;
- take into serious consideration any complaints from students, parents, staff or visitors regarding equal opportunity;
- monitor the school's student behaviour policy, and the number of exclusions, to make sure that students from minority groups are not unfairly treated.

## **Policy review**

This policy is reviewed annually.

Reviewed August 2025