



DAVENIES

Equality Policy

Davenies is committed to equal treatment and respect for all, with particular regard to the protected characteristics under the *Equality Act 2010* and the DfE non-statutory advice: *The Equality Act 2010 and Schools*.

This Policy applies to the whole school, including the EYFS.

Equal Opportunities for Pupils

Promoting equal opportunities is fundamental to the aims and ethos of Davenies School. We welcome registrations from prospective pupils with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world. We concentrate on educating the individual, to provide a comfortable and welcoming atmosphere where each individual feels valued and can flourish. We believe that the educational experience can only be enriched if children are exposed to as wide a range of cultural experiences as possible, whilst they are developing. Human rights and freedoms are respected, but must be balanced with the lawful needs and rules of our school community and the rights and freedoms of others.

The School acknowledges its duty under the *Equality Act 2010* to make 'reasonable adjustments' to 'policies, criteria and practices' to address potential issues of discrimination.

Admissions

All prospective pupils will be treated equally, irrespective of their, or their parents', race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, orientation, marital, property, birth, or other status. As a single-sex school, however, Davenies is obliged to discriminate on the grounds of gender with regard to the admission of pupils (see our *Admissions Policy*).

Bursaries and Scholarships may be offered in order to make it possible for those who meet the School's admission criteria to attend. Details can be obtained from the Bursar's Office.

Implementing the Equality Policy

The Headmaster and the SLT play an active role in ensuring that they, and the staff and pupils, are actively engaged in implementing this policy through promoting tolerance and respect for others within the School

and the wider community, and by promoting positive images and role models to avoid prejudice and discrimination and raise awareness of related issues.

Equality and the Curriculum

Davenies recognises the importance of providing an education for all our pupils which promotes equality and prepares them for today's communities, which are enriched by ethnic, religious and cultural diversity, by exposing them to as wide a range of cultural experiences as possible whilst they are developing.

Davenies offers a broad, balanced, child-centred curriculum, with equal opportunities for *all* pupils to access and benefit from the full range of educational opportunities, resources and extra-curricular activities in order to develop to their full potential physically, intellectually, emotionally and socially.

Through our Personal, Social Health and Economic Education (PSHE) programme and our use of assemblies, Drama, RS and other lessons, we support and underpin this *Equality Policy* in the curriculum, by teaching pupils:

- to understand the principles and practices of equality
- to respect one another and behave positively towards others
- to respect and value the diversity and tolerance of modern communities, cultures and religions
- to positively reflect upon the wide range of abilities and disabilities
- to foster an open-minded approach and encourage recognition of the contributions made by different cultures

Teaching at Davenies does not undermine Fundamental British Values or discriminate against pupils contrary to the *Equality Act 2010*. By encouraging pupils to recognise signs of discriminatory behaviour they develop the skills to challenge it.

Recognising the Individual

Davenies accepts that each boy is unique and has individual talents, interests and needs which must be recognised and equally valued by all within the school community.

Working Together

Davenies has created and will continue to foster an environment in which Governors, staff and parents work together to help each child to reach his potential by positively supporting this policy and all related Policies.

Discrimination

Harassment in all its forms unlawful and unacceptable; our *Behaviour Policy* and *Anti-Bullying Policy* contain clear procedures for dealing with unlawful discrimination. Davenies aims to provide a safe and secure environment for all pupils and staff and will not tolerate any form of threatening or abusive behaviour or any expression of prejudice or discriminating behaviour towards or between children, staff or families.

In the context of this policy, discrimination consists of direct discrimination, indirect discrimination, victimisation, or harassment against somebody on the basis of perceived difference. The School will challenge any such behaviour on the basis that it is both unlawful and unacceptable.

Dealing with Discrimination

Davenies aims to respond promptly and sympathetically to all reports of discrimination or alleged discrimination, and to manage negative or challenging behaviour. Racial discrimination in particular is regarded as a very serious offence and will be dealt with accordingly.

All incidents of discrimination will be reported to the Headmaster, Assistant Head: Pastoral & Safeguarding or HR Manager (as appropriate), who will record details of the incident and follow the appropriate procedures contained within the relevant policies.

Special Educational Needs ('SEN'), Learning Difficulties and Disabilities

The School will consider applications from pupils with special needs and disabilities, and refer parents to our *SEN and Learning Difficulties Policy* and our *Disability Policy*. The School is not a specialist provider of SEN care, but is equipped to identify, respond to and manage the SEN or Learning Difficulties of pupils in attendance as early as possible in their school life. The School maintains a *SENDA Accessibility Plan*, within which it monitors its duties under Schedule 10 of the Equality Act 2010 to make reasonable adjustments to facilitate access to the School's site and its curriculum, for pupils.

English as an Additional Language ('EAL')

The School adheres to the definition of English as an Additional Language, as issued by the Department for Education (2019):

'those who have been "exposed to a language at home that is known or believed to be other than English"'.

Upon registering, parents are invited to notify the School if English is not regarded as their son's only language. The School's Policy for EAL details the approach to assessment and support for pupils with English as an Additional Language.

Religion

Davenies is a School run on Christian principles. All children are expected to attend our assemblies and church services, which are fundamental to our Christian ethos. Pupils who do not belong to the Church of England are not obliged to participate in any aspects of the assembly they find uncomfortable; they are, however, asked to be respectful. All children have the opportunity to follow and develop their religion and faith at appropriate times, which is encouraged through the exploration and celebration of other religions and festivals as part of the curriculum.

Although Davenies has Christian roots, we do not select for entry on the basis of religious belief, and we welcome pupils of all faiths and offer the opportunity for pupils of other faiths to practice and celebrate their

own religion. Parents should be aware, however, that all pupils at Davenies are required to wear a uniform. The Headmaster will consider written requests from parents for variations in the uniform on religious grounds that are consistent with the School's ethos and its policy on health and safety. The Headmaster may take expert advice, and will normally arrange to meet with the parents to discuss the implications of such a request.

Complaints

We hope that you and your child do not have any complaints about the operation of our *Equality Policy*, but the School's *Complaints Policy* is available on the website and MySchoolPortal, or can be provided on request.

Equal Opportunities for Employees

Davenies School is proud to be an equal opportunities employer. We are committed to creating a diverse and inclusive workplace where all employees and candidates are valued and respected. This Policy should be read in conjunction with the *School Employment Handbook – Chapter L. Equal Opportunities Policy*.

In order to promote an environment within which the School can call upon the widest possible range of knowledge, skill and experience, as well as ensuring compliance with the relevant legislation and codes of practice, we are committed to achieving and maintaining a workforce which represents the population within our recruitment area in terms of race or colour, nationality or national or ethnic origins, religion or belief, sex, sexual orientation, pregnancy or maternity, marital or civil partnership status, gender reassignment, age, and disability (together known as "Protected Characteristics").

To this end, we shall regularly review the operation of our recruitment and learning and development policies to ensure that no applicant for employment or member of staff is disadvantaged by conditions or requirements which cannot be shown to be justifiable.

No employee or prospective employee will receive unfair or unlawful treatment on the grounds of a Protected Characteristic, because they are perceived to have a Protected Characteristic, or because they are associated with someone who has a Protected Characteristic, in particular but not only, in relation to:

- recruitment and selection
- promotion, transfer and training opportunities
- benefits, terms and conditions of employment
- grievance and disciplinary procedures
- termination of employment including redundancies
- conduct at work

The principles of non-discrimination and equality of opportunity also apply to the way in which staff must treat pupils, parents, visitors, and other members of staff.

Implementation

The School, with the assistance of the staff, will:

- break down any barriers to equality of opportunity which may prevent staff members realising their full potential or accessing benefit
- advertise vacancies and ensure job selection criteria are appropriate for the job
- promptly and fully investigate all complaints of discrimination and harassment, taking appropriate action where necessary
- ensure that all members of staff are fully informed of this Policy
- monitor the composition of the School and the effects of its recruitment practices
- review and examine existing procedures to ensure they are not discriminatory in their operation
- ensure the language used in official communication reflects the letter and spirit of the policy
- make reasonable adjustments to enable disabled staff to carry out their duties effectively

Recruitment and Selection

The staffing process is governed by the School's principles of non-discrimination and is designed to achieve the best match between, on the one hand, the individual's knowledge and skills, experience and character and, on the other hand, the requirements of the vacant post, recognising the need for flexibility to respond to changing conditions.

- The capability of the individual to perform in the position will be the major selection criterion but the ability both to work with others and to be trained, coupled with individual potential will be taken into account
- All applicants will be dealt with courteously and as expeditiously as possible
- Appointments will be confirmed on receipt of satisfactory references, medical fitness and child protection screening (which will include an enhanced DBS Disclosure, Barred Lists checks, Teacher Prohibition check, and other necessary checks appropriate to the role)
- The School will only ask health-related questions of applicants after an offer is made, unless they are specifically related to the intrinsic function of the role and responsibilities

As an organisation using the Disclosure and Barring Service (DBS) checking service to assess applicants' suitability for positions of trust, Davenies complies fully with the Code of Practice and undertakes to treat all applicants for positions fairly. The School has a *Policy on the Recruitment of Ex-Offenders* which forms part of the School's *Recruitment Policy and Procedures*, and which is made available to all applicants at the outset of the recruitment process.

For further information see the School's *Recruitment Policy and Procedure*.

Monitoring, Reviewing and Evaluating

Davenies monitors its *Equal Opportunities Policy* regularly and reports to the Board of Governors periodically in order to ensure its effectiveness.

Data Protection

For further information regarding the collection, processing and retention of personal information, including sensitive information, please see the School's *Data Protection Policy*.

Equality during times of Home Learning, e.g. Pandemic

As a provider of services to children, the School understands the importance of ensuring the creation of spaces, services and opportunities that enable everyone to engage equally, and that this may require adjustments to our working practices and approaches during such times as a pandemic. The School will take the contents of this policy into consideration at all times and especially when making decisions and judgements related to the impact on individuals and groups with protected characteristics.

Davenies is committed to providing continuity of education for all pupils and provides a Digital Learning Platform to ensure all pupils can access the curriculum from home.

The School is able to make educational provision onsite for the children of key workers during times of lockdown, and offer provision for pupils with an EHCP.

The School adheres to the governments guidelines regarding staff who are considered vulnerable, ensuring that those who are clinically extremely vulnerable, or living with someone who is clinically extremely vulnerable can shield safely and work from home.

Davenies is sensitive to the needs and worries of BAME children, parents and staff, and will consider any additional measures or reasonable adjustments which may need to be put in place to mitigate risk to this more vulnerable group.

Updated: November 2024, Head of Learning Support

Updated : October 2025, Bursar / HR Manager