



Equality and Diversity Policy

Haileybury Astana is committed to the principle of inclusion. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximize their potential. At Haileybury we aim to promote equality and tackle any form of discrimination.

We aim to:

- Provide a learning environment, where all individuals develop a sense of personal identity and feel a sense of belonging.
- Prepare pupils for life in a diverse society in which they are able to see their place in the local, regional, national and international community.
- Work with parents and the wider school community to promote equality of opportunity for all.
- Provide positive non-stereotyping information.
- Ensure that students are admitted to the school without regard to ability, disability, gender or ethnic group.
- Have high expectations of behaviour which demonstrates respect to others.
- We ensure there is respect given with regard to the nine protected characteristics of age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion and belief, sex and sexual orientations within the context of Kazakh society and legal frameworks.

The Equalities Act and Disability

Haileybury Astana is committed to providing equal opportunities for all and welcomes:

- Applications for employment from those with a disability.
- Applications for places from pupils with disabilities.
- The school's recruitment process ensures that applicants for posts are shortlisted on the basis of how their qualifications and experience match the person specification for the job.

Haileybury Astana, as any equal opportunities employer, will seek to appoint the most suitable candidate to any post with particular emphasis on staff at all levels who represent a range of good role models.

If an employee develops a disability, the school will make every effort to retain his/her services by making reasonable adjustments to the workplace, the methods of working or by finding another suitable role for her/him. As part of the Performance Management process, disabled employees will be given the opportunity to discuss what can be done to develop and use their abilities.

Disabled pupils applying for a place at the school will undergo the standard admissions procedure; offers of a place will be made on the basis laid down in the Admissions Policy and procedures.

When planning educational and other activities outside the school day, staff organising the events will carefully consider the types of activity and the adjustments that can be made so that disabled colleagues and pupils can take part fully.

In accordance with the Special Educational Needs & Disability Act 2001 and the Equality Act 2010, along with subsequent guidance and legislation, Haileybury Astana recognises its responsibilities to



Haileybury Astana

its staff, in respect of provisions covering disability discrimination, and actively encourages all pupils with learning difficulties and/or disabilities.

Academic

Teaching styles should encourage all pupils to participate in the classroom, and discourage the domination of lessons by any particular group. Equal opportunities should be considered when planning the curriculum, choosing syllabuses and writing schemes of work.

Disability

Haileybury Astana recognises its obligations under the UK Equalities Act 2010, KCSIE and the supplementary legislation passed since that date. The School will make reasonable adjustments designed to ensure that a disabled pupil is not placed at a disadvantage in comparison with one who is not disabled. Staff must also embrace the principle that disabled pupils cannot be treated in a less favourable way because of their disability than a pupil who is not disabled. This will need to be considered in all aspects of school life; for example in curriculum planning and delivery, games, extra-curricular activities and school trips.

Behaviour

Staff must act swiftly and firmly to deal with any element of racism, sexism or unpleasantness towards disabled pupils whatever form it may take: verbal, written, physical, psychological etc. They must make it clear to those responsible for such actions why their behaviour is unacceptable. It is important to inform Housemasters of any incident, however minor; often it may be part of a broader picture. Pupils who fail to desist from this type of behaviour must expect a formal warning from the Headmaster, and may be asked to leave the School.

Haileybury Astana will not tolerate bullying of any kind. All staff must act firmly to ensure any concerns are documented and dealt with. All pupils must be tolerant and respectful of each other, however different they may be.

Pupil Voice

Through our support of student voice, we encourage our pupils to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through student voice by interactions between pupils from different year groups, pupils and staff, and pupils and the wider community

It is the responsibility of **all staff** to:

- Be vigilant in all areas of the school for any type of harassment and bullying.
- Be mindful of responsibilities under 'Prevent' and Female Genital Mutilation and complete online training provided covering this.
- Be aware of policies to deal with discriminatory and derogative language including homophobic, racist and disability discriminatory language.
- Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences.



Haileybury Astana

- Identify and challenge bias and stereotyping within the curriculum and in the school's culture.
- Promote equality and good relations, and not discriminate on grounds of race, gender, religion, age and sexual orientation.
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society.
- Keep up to date with Equality legislation, development and issues by relevant training and accessing information from appropriate sources.

Monitoring and quality assurance

- Each pupil's progress and attendance is monitored and tracked.
- Lesson observations record evidence of differentiation.
- Texts are reviewed to ensure appropriateness and inclusivity.
- Data collected is used to inform further school planning, target-setting and decision-making.

Academic and Curriculum Support

Any pupil with a disability, who, after an assessment by members of the Special Educational Needs (or Additional Learning Support) staff, is thought to need the assistance of a facilitator, is supplied with one.

Examination Arrangements

Pupils who require special arrangements or additional support during examinations will be highlighted during testing at the school and special arrangements for examinations will be applied for where appropriate.

Building Specific Considerations

The educational and social aim is for all users with disabilities to enjoy the school facilities with the minimum of specialist equipment and separation.