

EQUAL OPPORTUNITIES AND HUMAN RIGHTS POLICY (STUDENTS)

| | |
|------------------|--|
| CATEGORY | Education |
| POLICY OWNER | Director of Operations & Sustainability |
| DATE & VERSION | 16-08-2022 - Version 3 |
| APPROVED BY | Principal |
| REVIEW FREQUENCY | Annual |

Contents

| SECTION | CONTENT | PAGE NUMBER |
|----------------|---|--------------------|
| 1 | Policy Purpose | 3 |
| 2 | Policy Statement | 3 |
| 3 | Policy Implementation | 3 |
| 4 | Related Information Legislation, Regulations and Guidance that have informed this policy Related College Policies | 4 4 4 |
| 5 | Policy Measurement and Reporting | 5 |
| 6 | Appendix 1 - Procedures | 6 |

1. Policy Purpose

Extract from the UWC Atlantic College Code of Conduct

“Pursuing the UWC mission – to make education a force to unite people, nations, and cultures for peace and a sustainable future – requires a commitment to the following values: international and intercultural understanding, celebration of difference, personal responsibility and integrity, mutual responsibility and respect, compassion and service, respect for the environment, a sense of idealism, personal challenge, action and personal example. At the heart of the UWC ethos is respect for others in all our actions and words.”

This means that we must think about the common good and be able to rise above our individual desires and needs. In short, our ideals require good heartedness from all members of the UWC community and a recognition that cultural norms are diverse. The common code of conduct is required to make expectations clear.

2. Policy Statement

This policy has been written with regard to the legislation, Codes of Practice, Regulations and Standards listed at 4.1. It should also be read in conjunction with related UWC Atlantic Policies listed in 4.2 and to which reference is made throughout this Policy.

This policy applies to all students at UWC Atlantic.

Equality and anti-discrimination applies to all staff and volunteers too. This is addressed in the Equal Opportunities Policy (Staff).

3. Policy Implementation

Equality of opportunity requires that all people have an equal chance to develop themselves to their full potential and be safe and free from harm. At UWC Atlantic (the College) we believe that students should be treated fairly regardless of race, religion or abilities. We welcome young people of all faiths or none and do not discriminate against any student or family because of their gender, race, background (cultural or linguistic), religious beliefs, sexual orientation, additional learning needs or disability.

Consequently, equality of opportunity implies that:

| | | |
|--|-----------|-------------|
| Equal Opportunities & Human Rights Policy (Students) | Version 3 | Page 3 of 9 |
|--|-----------|-------------|

- equality of access exists for all, not only in the College during the day, but in all services offered including academic and co-curricular events, boarding and during off site activities.
- social inclusion exists for all.
- life choices are widened, not restricted.
- talents are fostered, not suppressed.
- no-one experiences disadvantage or discrimination.
- stereotypes are challenged.
- all forms of bullying and harassment are condemned and challenged.

Full procedures can be found at **Appendix 1 - Procedures**

4. Related Information

4.1 Legislation, Regulations and Guidance that have informed this Policy

- The Equality Act 2010
- Special educational Needs Code of Practice (2001)
- Summary of Special Educational Needs (SEN) Code of Practice for Wales (2004)
- Special Educational Needs – Wales (2012)
- The Education Act 1996 The National Minimum Standards for Boarding Schools (Welsh Assembly Government 2003) - Standard 18
- The Special Education and Disability Act (SENDA) 2001
- The Disability Discrimination Act 1995 (DDA)
- Respecting Others: Anti-bullying Guidance – National Assembly for Wales Circular 23/2003

4.2 Related College Policies

- [Admissions Policy](#)
- [Additional Learning Needs Policy](#)
- [Behaviour Policy](#)
- [Anti Bullying Policy](#)
- Wellbeing (PHSE) Policy
- Equal Opportunities (Staff)

| | | |
|--|-----------|-------------|
| Equal Opportunities & Human Rights Policy (Students) | Version 3 | Page 4 of 9 |
|--|-----------|-------------|

5. Policy Measurement and Reporting

In line with all other College policies, this will be reviewed annually by the Education Committee of the Board and the Director of Operations & Sustainability. It will be subject to interim update in the following circumstances:

- An incident occurs in which it is felt that the terms of this policy were insufficient to advise staff on procedure.
- Other policies related to it have undergone significant changes.
- There are changes in legislation or guidance from regulatory bodies that require the Policy to be amended.
- There is a change in the designated persons responsible for the implementation of this Policy.

Recorded incidents of inappropriate behaviour and bullying that have been recorded will also be taken into account when reviewing this Policy.

The policy is communicated to the school community electronically on **Every**. It is also freely available to all students, staff and parents via the College website. A copy can be requested at any time.

| | | |
|--|-----------|-------------|
| Equal Opportunities & Human Rights Policy (Students) | Version 3 | Page 5 of 9 |
|--|-----------|-------------|

Appendix 1 - Procedures

1. Meeting The Needs of all Students

The individual needs of students at the College will be met in a wide variety of ways. These include:

The provision of appropriate resources for activities and learning that avoid stereotyping and discrimination. This will include appropriate learning resources and a choice of courses and activities that are available to all.

The entitlement for all students to have equal access to a broad and balanced IB curriculum, differentiated where appropriate.

The entitlement for all students to have equal access to the co-curricular programme.

Encouraging tolerance and understanding in class, activities and through the Wellbeing (PHSE) programme.

Ensuring that all students and staff develop positive self-images and a high self-esteem.

Ensuring that all staff (including volunteers) set an example by demonstrating positive, non-discriminatory behaviour in their dealings with each other and with young people.

Making every effort to include those with additional learning needs, disability or cultural / linguistic differences in all lessons and activities without showing prejudice or favour.

Fostering an appreciation of different cultures, customs and beliefs; teaching tolerance of other people's ideas and values.

Preparing students for the next phase of their education, and life in a society which reflects and values cultural and ethnic variety.

Acknowledgement of various cultural festivals that are valued and celebrated in the College (such as Chinese New Year, Diwali and Eid). Appropriate provision is made where feasible and requested for students with particular cultural or religious needs or customs.

Special diets (such as the provision of Halal meat) requested for cultural, religious, health or moral reasons are catered for as far as possible.

Having an Admissions Policy that clearly states our policy on Equal Opportunities, accessibility and the College's provision for students with additional learning needs.

| | | |
|--|-----------|-------------|
| Equal Opportunities & Human Rights Policy (Students) | Version 3 | Page 6 of 9 |
|--|-----------|-------------|

Taking a firm and appropriate stand when discriminatory behaviour or language is observed. This will involve intervention in a professional way. The College’s Anti Bullying Policy gives clear guidance on the forms of inappropriate behaviour and the processes in place for dealing with these.

2. Students With Additional Learning Needs or Disability

The College has a clear policy and procedures for assisting students who are identified as having particular additional learning needs.

Refer to the College’s Additional Learning Needs Policy for details.

3. Students With Physical Disability

The Admissions Policy states that, although our facilities are at present limited, we will do our best to ensure that the College’s culture, policies, premises and procedures are made accessible to those with disabilities. When a disability is made known, we will consult with parents and make reasonable adjustments to our admission procedure and arrangements made for the student. If after due consideration we feel that we cannot make suitable provision for a particular student or that his/her needs will not be appropriately met by the College, we will inform the applicant of this.

The College is constantly reviewing its accessibility arrangements under the Special Educational Needs and Disability Act (2001) – SENDA and the Equality Act (2010). Although the College buildings are old and not particularly suited to certain forms of disability, we are striving to ensure that we are able, as far as is reasonably possible, to make our premises as accessible as possible. All new buildings are designed and built to accommodate people with physical disability (e.g. with ramps and lifts).

4. Liaison With Parents and Other Agencies

The College is committed to liaising with parents and other agencies.

In addition to regular reporting, staff will communicate wherever necessary with parents and guardians. In particular we will notify parents of any identified need, progress made by students with additional learning needs and report incidents that may have arisen from the day-to-day running of the College that might concern them.

Communication might be on an informal level, by telephone, which is recorded or may be by email or in writing.

| | | |
|--|-----------|-------------|
| Equal Opportunities & Human Rights Policy (Students) | Version 3 | Page 7 of 9 |
|--|-----------|-------------|

We encourage parents to contact the College and raise any concerns they have regarding their offspring. It is particularly helpful if instances of discriminatory behaviour or bullying are brought to our attention by parents.

The College cooperates fully with external agencies on all matters relating to equality, additional learning needs and disability. These include Social Services, local NHS providers and medical practitioners, educational psychologists who may provide reports on our students and the Inspectorates (ESTYN, CSSIW).

5. Valuing and Promoting Diversity, Differences and Encouraging Mutual Respect

UWC Atlantic greatly values its multi-ethnic and cultural diversity, encouraging students from a wide range of nationalities, backgrounds and beliefs to interact positively and to work and socialise together in harmony. Throughout their course here, students are taught to respect one another and to value diversity by the following means:

- In class, students are expected to accept others and respect their rights.
- Students learn about equality issues, diversity and tolerance through whole College events such as assemblies (often led by the students themselves) and through interaction with visiting speakers or guests.
- Through the Wellbeing (PHSE) programme students learn the importance of equality, respect for others and develop an understanding of human rights in a global setting.
- All young people look to adults as role models and will learn by example. All staff (teachers, support staff, volunteers, governors and domestic staff) have a part to play in providing examples of non-discriminatory behaviour. This applies both in their interaction with the students and in how they treat each other.
- The co-curricular programme engenders real opportunities for students to value and include each other and members of the wider community. The CAS component of the IB Diploma course provides the ideal vehicle for this.

6. Challenging Inappropriate Behaviour

Staff must be vigilant and challenge inappropriate behaviour whenever it is observed. There are acceptable means of doing this, including:

| | | |
|--|-----------|-------------|
| Equal Opportunities & Human Rights Policy (Students) | Version 3 | Page 8 of 9 |
|--|-----------|-------------|

- An informal approach. A quiet word challenging a student and pointing out that something they have said may be hurtful. Explaining why some word or action is not acceptable. Persistent comments or more serious matters will be recorded.
- Discussing an incident with a class or group of students and engaging them in a discussion about rights and responsibilities.
- Bringing inappropriate behaviour to the attention of parents or guardians.
- Reporting the matter to another member of staff to seek support and guidance. This could be the student's tutor or/houseparent, or the Director, Finance & Operations.
- If the inappropriate behaviour is on-going it should be considered to be a form of bullying and the procedures set out in the College's Anti Bullying Policy followed.
- Concerns, especially regarding bullying, should be logged and passed to the appropriate person and Director, Finance & Operations.

For incidents in which adults are perceived to have acted in an inappropriate or unprofessional manner there are procedures set out in the College's staff policies for dealing with these. These must be followed whether or not students have witnessed such actions or been involved.

| | | |
|--|-----------|-------------|
| Equal Opportunities & Human Rights Policy (Students) | Version 3 | Page 9 of 9 |
|--|-----------|-------------|