



UWC East Africa Equality and Discrimination Policy

Value 2 - A sense of belonging, acceptance and tolerance.

Content

1. Overview of the UWC East Africa Equality and Discrimination Policy
2. General exceptions
3. Special issues for some protected characteristics
4. Responsibilities
5. Staff

1. Overview of the UWC East Africa Equality and Discrimination Policy

Aims and Values

UWC East Africa is a welcoming organisation where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximise their potential regardless of sex, race, disability, religion or belief, sexual orientation, pregnancy and gender reassignment. We endeavour to promote positive relationships with students, parents, carers, employees, Governors and members of the wider UWC community.

At UWC East Africa we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement for adults and students alike. We take seriously our contribution towards community cohesion. This policy provides a framework for UWC East Africa to pursue our equality duties to eliminate unacceptable discrimination (both direct and indirect), harassment and victimisation, and promote equality of opportunity, good relations and positive attitudes between people of diverse backgrounds in all our activities.

As a UWC school, we aim to:

- Provide a secure environment in which everyone can flourish and achieve;
- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- Prepare students for life in a diverse society in which they are able to see their place in the local, regional, national and international community;
- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion or belief, age, marriage or civil partnership, ability, gender reassignment, pregnancy and maternity;
- Plan systematically to improve our understanding and promotion of diversity;
- Actively challenge discrimination and disadvantage;
- Make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- Involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- Publish and share our policies with the whole community;
- Collect and analyse data to ensure all groups of students and staff are progressing well and no group is subject to disadvantage;
- Use all available information to set suitable learning challenges for all, respond to people's diverse needs and overcome any potential barriers to learning or employment;
- Ensure that the wider school curriculum and CPD programmes make explicit and implicit provision to promote and celebrate diversity;
- Have high expectations of behaviour, through the use of the Behaviour Policy and the UWC East Africa Staff Code of Conduct, which demonstrate respect to others.

UWC East Africa is committed to:

- Being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community;
- Encouraging, supporting and enabling all students and employees to reach their potential and make a positive contribution;
- Working in partnership with families and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our Equality and Discrimination Policy is followed.

Protected characteristics

It is against **UWC East Africa Equality and Discrimination Policy** for a student, prospective student or staff member to be discriminated against by treating them less favourably because of their:

1. Sex - assigned sex at birth based on chromosomal and genetic distinctions of male or female.
2. Gender - the learned sense of living a particular way according to the person's sex.
3. Gender Identity - An individual's personal sense of having a particular gender. We can define identity as a person's sense of self, established by their unique characteristics, affiliations, and social roles.
4. Sexual orientation - sexual attraction to another person, male or female or non-binary.
5. Transgender - a person whose identity and gender does not correspond with the sex assigned at birth. This may or may not include physical reassignment.
6. Race - race includes colour, nationality and ethnic or national origins.
7. Disability This policy defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'
8. Religion or belief - This policy defines "religion" as being any religion, and "belief" as any religious or philosophical belief. A lack of religion or a lack of belief are also protected characteristics. A religion or belief must have a clear structure and belief system, and should have a certain level of cogency, seriousness and cohesion, and not be incompatible with human dignity.
9. Pregnancy or maternity (breastfeeding) the state of being someone's mother.
10. Paternity- the state of being someone's father.

Association and Perception

It is unacceptable to discriminate because of the sex, race, identity, disability, pregnancy or maternity, religion or belief, sexual orientation or gender reassignment of another person with whom the student or member of staff is associated. It is also unacceptable to discriminate because of a characteristic which you think a person has, even if you are mistaken.

Unacceptable behaviour

There are four kinds of unacceptable behaviour:

1. Direct discrimination
2. Indirect discrimination
3. Harassment
4. Victimisation

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people. This describes the most clear-cut and obvious examples of discrimination

Indirect discrimination occurs when a "provision, criterion or practice" is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.

Harassment is "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person". This covers unpleasant and bullying behaviour, but potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic.

Victimisation is when someone treats you badly or subjects you to a detriment because you complain about discrimination or help someone who has been the victim of discrimination.

2. General exceptions

This chapter covers the exceptions which apply to UWC East Africa with regards to this policy.

Curriculum

UWC East Africa is free to include a full range of issues, ideas and materials in their syllabus, and to expose students to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic. But curriculum leaders will need to ensure that the way in which issues are taught does not subject individual students to discrimination.

Acts of worship

UWC East Africa is free to celebrate religious festivals and could not be claimed to be discriminating against children of other faiths.

Single Sex Sport

Although this policy forbids discrimination in access to benefits, facilities and services; there is an exception which permits single-sex sports. It applies to participation in any sport or game, or other activity of a competitive nature, where the physical strength, stamina or physique of the average woman (or girl) would put her at a disadvantage in competition with the average man (or boy). But while this exception might permit a boys-only football team, the school would still have to allow girls equal opportunities to participate in comparable sporting activities. The judgement on whether girls would be at a physical disadvantage needs to take into account the particular group in question, so it is much less likely to justify segregated sports for younger children. Where separate teams exist, it would be unlawful discrimination for a school to treat one group less favourably – for example by providing the boys' hockey or cricket team with much better resources than the girls'.

Sex/gender

UWC East Africa must ensure that student of one sex are not singled out for different and less favourable treatment from that given to other students. They should check that there are no practices which could result in unfair, less favourable treatment of boys or girls.

Marriage

UWC East Africa has an obligation to teach about the 'nature of marriage' when they are delivering sex education. UWC East Africa must accurately state the facts about marriage of same sex couples under the law of Tanzania, in a way that is appropriate to the age and level of understanding and awareness of the students.

Teaching about marriage must be done in a sensitive, reasonable, respectful and balanced way. Teachers are subject to professional requirements, the school curriculum, school policies, and anti-discrimination duties towards colleagues and students.

No individual teacher is under a duty to support, promote or endorse marriage of same sex couples. Teaching should be based on facts and should enable students to develop an understanding of how the law applies to different relationships. Teachers must have regard to statutory guidance on sex and relationship education, and to meet duties under equality and human rights law.

Disability

The provisions relating to disability discrimination are different in that you may, and often must, treat a person with a disability more favourably than a person who is not disabled and may have to make

changes to your practices to ensure, as far as is reasonably possible, that a person with a disability can benefit from what you offer to the same extent that a person without that disability can. In line with the Admissions Policy, the School Administration may deny a student application if they determine that the applicant will not thrive at the school.

Provisions Relating to Disability

UWC East Africa must supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Inclusion Department statements or from other sources.

Schools' Duties around Accessibility for students with a disability

UWC East Africa must carry out accessibility planning for students with a disability. UWC East Africa must implement accessibility plans which are aimed at:

- Increasing the extent to which students with a disability can participate in the curriculum
- Improving the physical environment of schools to enable students with a disability to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to students with a disability.

UWC East Africa will need to provide resources for implementing plans and must regularly review them.

4. Responsibilities

This chapter covers the responsibility for all those associated with UWC East Africa with regards to the implementation, administration and review of this policy.

Governors are responsible for:

- Making sure that the school complies with current equality legislation.
- Making sure the Equality and Discrimination Policy and its procedures are followed.

The Senior Leadership Team are responsible for:

- Making sure the policy is readily available and that the Governors, employees, students and their parents/carers know about it;
- Making sure the procedures are followed;
- Making sure all employees know their responsibilities and receive training and support;
- Taking appropriate action in cases of harassment and discrimination.
- Keeping equality and diversity issues on the UWC East Africa agenda and ensuring policies and procedures are developed with these issues in mind.

All members of the UWC East Africa Community are responsible for:

Keeping equality and diversity issues at the forefront of stakeholders' minds, through a shared input with employees on developing policies relating to this area.

- Modeling good practice;
- Dealing with discriminatory incidents;
- Being able to recognise and tackle bias and stereotyping;
- Promoting equality and avoiding discrimination against anyone;

Monitoring, Reviewing and Assessing Impact

The Equality and Discrimination Policy will be reviewed periodically.

Breaches of the Policy

All breaches of the policy will be reported to the HoC.