BRITANNICA INTERNATIONAL SCHOOL, SHANGHAI

Equal Opportunities

Policy

Updated September 2026

Introduction

This policy summarises our expectations and common working practices, which reflect the aims and objectives of the School and support its Vision Mission and Values for our assessment.

Rationale

Schools have a major influence on those being educated and on the broader attitudes of society. At the Britannica International School, Shanghai, we acknowledge that every member of the community is unique and has characteristics which are more or less visibly different from other people and about which they may be sensitive. Regardless of these differences, all members of the community are equally entitled to access the facilities, resources and opportunities available within the school.

This Policy is signed up to upon enrolment, and should be considered in conjunction with, and with reference to:

- Staff and Student Handbooks;
- Concerns & Complaints Policy;
- Ariston Education policies and procedures;
- Terms & Conditions.

1. Aims

At Britannica International School, Shanghai, our objective is to educate, develop and prepare all our children for life, whatever their gender, race, religious belief or culture. Students and teachers further this objective by contributing towards a happy and caring environment and by showing respect for, and appreciation of, one another as individuals.

We aim to equip our students with an understanding of diversity so that they may appreciate and value the contributions from all members of our community and support those who are different and may be self-conscious about their differences.

This Policy lays out clear expectations for all members of our diverse community to ensure that all have equal access to the variety of opportunities available and details the specific responsibilities of staff in ensuring that these expectations are met.

2. Expectations

- Every member of the school community is entitled to certain rights. These include equality of access to facilities, resources and opportunities available within the school.
- No person should be discriminated against on the grounds of:
  - age or appearance;
  - race or nationality;
  - cultural, social or family background;
  - mother tongue or accent;
  - religious beliefs;
  - gender or sexual orientation;
  - ability or disability.
- All students have the right to study in a safe and non-threatening environment. It is the responsibility of every member of the school community to maintain a happy environment, conducive to work and

progress. Teasing or bullying is not tolerated.

- All members of the school community have the right to raise concerns about any aspect of school life. This may be done through the Student Council, Class Parent Representatives or the PTA, or by talking to the Class Teacher/Form Tutor, Head of Phase or Principal. Serious matters will be always be referred to the Principal.
- All members of the school community must ensure that the well-being of others is never compromised, either by design or carelessness. No person should endanger the health and safety of either themselves or others.
- All communication within the school, including in lessons, should be conducted in a polite and civilised manner.

3. Roles

3.1 All members of the Britannica International School, Shanghai community

All members of the school community are expected to comply with the Equal Opportunities Policy at all times.

Failure to comply with the Equal Opportunities Policy will result in sanctions for students or disciplinary action for staff, in accordance with the Behaviour Policy and Staff Code of Conduct.

Any member of the community who considers that there has been a breach of these expectations should follow the procedures laid out in the Concerns & Complaints Policy, and appropriate action will be taken in accordance with the school's policies.

3.2 Staff

Members of staff have the most significant role to play in ensuring equality throughout the school.

- Every member of staff, teaching or non-teaching, has a valued contribution to make to the life of the school.
- All staff must be aware of the dangers of allowing stereotypes to influence their expectations, and must ensure that all pupils are offered equal opportunities.
- All staff must ensure that there is no racial, gender, religious or other bias in their expectations of students, parents or colleagues.
- All staff must ensure that there is no racial, gender, religious or other bias in the opportunities they offer to students.
- Curriculum planning is monitored to ensure there is no racial, gender, religious or other bias in subjects, content and timetabling.
- Current resources and new acquisitions are monitored to ensure the promotion of a positive image regarding race, gender, religion and special need.
- Students of differing abilities are included fully within the activities of the school, but their individual needs may be accommodated through differentiation in mainstream classes or through additional learning support.
- Professional Development of any staff-member enriches the resources of the school as a whole and is to be encouraged and supported wherever possible.

3.3 Principal

The Principal is responsible for ensuring that these expectations are observed and embedded.

The Principal will investigate any formal complaint about a breach of these expectations in accordance with

the school's Concerns & Complaints Policy, and impose appropriate sanctions in accordance with other relevant policies and handbooks.

4. Appendices

Appendix 1: Caring For Each Other Statement

All members of the school community will contribute to a happy and caring environment by showing respect for, and appreciation of, each another as unique individuals.

At Britannica International School, Shanghai we acknowledge that every individual is unique and thus will have characteristics which are more or less visibly different from other people and about which they may be sensitive. These *'diversities'* encompass characteristics such as age; appearance; race or nationality; cultural, social or family background; mother tongue or accent; religious beliefs; gender and sexual orientation; ability or disability.

The School admits students irrespective of their diversities, provided that there are good prospects of meeting their needs without unduly prejudicing the education and welfare of other students.

We educate our students to appreciate and value the contributions from all members of our community and support those who are different and may be self-conscious about their differences. All members of the school community will treat others without regard to their diversities, except where common decency and consideration dictate.

There is no compulsory worship in the School and there shall be no attempt to proselytise for a particular religion. Students are encouraged to explore their spiritual beliefs freely and to question religious dogma as they see appropriate.

If a student's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the student's cultural traditions.

Everyone should be aware of possible cultural assumptions and bias within their own attitudes. Discrimination, stereotyping and prejudice on the basis of any diversities are indicative of low self-esteem and ignorance. They are not acceptable and will always be challenged. Racist or otherwise offensive symbols, badges and insignia on clothing and equipment are forbidden.

All students have equal access to the full range of educational opportunities provided by the school. Teaching and other groups are co-educational unless there are specific reasons otherwise and the curriculum will encourage students to question assumptions and stereotypes regarding diversities.

In order to ensure equality of access for those whose mother tongue is not English, members of the community need to be constantly aware of their usage of English – its form, content and tone. Students' names will be accurately recorded and correctly pronounced. Students will be encouraged to accept and respect names from other cultures.

Teachers will identify and provide strategies for students who would benefit from Learning Support in order to enhance their chance of success and provide.

In all staff appointments, promotion and training, we aim to select the most suitable candidate, based on purely professional criteria and irrespective of their diversities. We want to provide positive role models for our students.

The Principal is responsible for ensuring that these expectations are observed and embedded. Any member of the

community who considers that there has been a breach of these expectations should inform the Principal, who will investigate the matter and take appropriate action in accordance with the school's policies.