

# THE IONA SCHOOL & THE IONA DAY NURSERY

## Equality and discrimination policy

(Revised August 2018)

Prepared with reference to the Public Sector Equality Duty (PESD), section 149 and Section 6 of the Equality Act 2010, the Sex Discrimination Act 1975, the Race Relations Act of 1976, the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 1995,  
The DfE publication the SEND code of practice 0-25 years January 2015

### Introduction

The Single Equality Policy outlines the commitment of the staff, pupils and Trustees of at The Iona School and Nursery, to ensure that equality of opportunity is available to all members of the school community.

For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- Trustees
- Multi agency staff linked to the school
- Visitors to school
- Persons coming for the purpose of interview
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At our school, equality is a key principle for treating all people fairly and creating a society in which where everyone has the opportunity to fulfil their potential.

This is to be irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

We aim to comply with the Public Sector Equality Duty (PESD). This duty establishes, in section 149 of the Equality Act 2010, that public authorities are required to pay 'due regard to the need to:

Eliminate all forms of discrimination, harassment and victimisation that are prohibited by the Equality Act; and

- Advance equality of opportunity;
- Foster good relations between people who share a protected characteristic and those who do not.

The Single Equality Act combines the existing equalities legislation. Primarily these are the Equal Pay Act of 1970, the Sex Discrimination Act 1975, the Race Relations Act of 1976, the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 1995 and three major statutory instruments of recent years protecting discrimination in employment on grounds of religion or belief, sexual orientation and age.

It also builds on the 2006 Equality Act which instigated the Equality and Human Rights Commission. The 2010 Act imposes equality duties in respect of each of the equality strands (now called protected characteristics).

#### **The protected characteristics are:**

- Age
- Disability
- Gender re-assignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership

#### **Having due regard for advancing equality involves:**

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

#### **Objectives**

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To eliminate any discrimination, harassment and victimisation.
- To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- To recognize and celebrate diversity within our community whilst promoting community cohesion.
- To ensure that this policy is applied to all we do.
- To ensure that pupils and parents are fully involved in the provision made by the school.
- To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

#### **Good Practice at The Iona School and Nursery**

- The leadership of the school community will demonstrate mutual respect between all members of the school community.
- There is an openness of atmosphere which welcomes everyone to the school
- Everyone within the school community will challenge any type of discriminatory and/or bullying

behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.

- All pupils are encouraged to greet visitors to the school with friendliness and respect
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored
- Provision is made to cater for the spiritual needs of all the children through planning of classroom based and externally based activities
- We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.
- We aim to enhance a wider sense of community locally, as well as in the context of the UK and through world-wide Steiner network
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- Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community
- We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the college of teachers.
- We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, eg homophobic bullying.
- We also monitor and log bullying incidents, particularly those directed towards those with special educational needs

### **Monitoring**

We are an inclusive school, working towards greater equality in the whole school community. We use Steiner Values in our and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school.

As part of this process, we regularly monitor the performance of different groups to ensure that all groups of pupils are making the best possible progress. We use his information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be through the extra lesson.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disabilism, sexism, homophobia and all forms of bullying
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### **Parental involvement**

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

### **Outcomes**

- This policy will play an important part in the educational development of individual pupils.
- It will ensure that all pupils are treated equally and as favourably as others.
- The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community.
- We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010
- The Iona School School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation.

### **Raising awareness within the school children**

The Iona school is fortunate to have Footprintsrenting classrooms from us. This charity specialises in helping children with conditions such as cerebral palsy that cause motor disorders or motor development delay. They also run specialist projects to help children with Downs syndrome improve their communication skills. Due to this, the school children are aware of diversity, they regular see and come into contact with the service users of Footprints

We also invite the staff of Footprints to talk to our children about their work.

We also celebrate cerebral Palsy awareness day

### **Roles and Responsibilities**

- The Trustees will ensure that the school complies with statutory requirements in respect of this policy and action plan.
- The college of teachers are responsible for the implementation of this policy, and will ensure that all staff are aware of their responsibilities, that they are given necessary training and support as needed.
- The college of teachers have day-to-day responsibility for co-ordinating the implementation of this policy.
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.
- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- Visitors to the school are expected to adhere to our commitment to equality

### **Non CIS gendered individuals**

An individual who identifies with their birth gender is known as CIS gendered. This is not always the case and staff and children must uphold the right of an individual to choose the gender in which they identify.

An individual may feel they identify with no fixed gender so may feel comfortable with being gender fluid.

It is vital that non CIS individuals feel comfortable at the Iona School and Nursery, that they do not feel that have to conform to their assigned gender in order to feel accepted.

### **How do we promote gender equality?**

- It is important to ensure staff realize that not all individuals are CIS gender, that some may be gender fluid or not identify to a certain gender. We refer to gender in here as an unfixed immutable state and not a fixed, typically CIS gender.
- individuals who are not identifying as CIS should always be referred to as 'they' not "he or she"
- All children are treated equally regardless of identifying gender.

**Issue date**

This policy takes effect from April 2012

**Review date**

This policy will be reviewed and revised by the school manager on an annual basis.

**Endorsement**

Full endorsement to this policy is given by:

Name: Mr Martin Taylor  
Position: Iona School Trustee  
Signed:   
Date: 07/08/2018

Related policies

**Review date**

This policy will be reviewed (and if necessary revised with the approval of the School Management Team) on an annual basis.

**Related documents:**

**Anti bullying policy**

**Promoting good behavior in school**

**Pupil code of conduct**

**inclusion policy**