

Equality and Diversity Policy

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 1976, the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 1995, the DfE publication the SEND code of practice 0-25 years, May 2015.

Introduction

The school is committed to equality in both employment and education provision. We aim to ensure that pupils, parents and all stakeholders within the school community are treated fairly and with dignity and respect.

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 valuing the achievements and strengths of all members of the school community.

This policy encompasses the following protected characteristics:

- Age
- Disability
- Race, nationality, ethnic or national origin
- sex (including transgender)
- gender reassignment
- pregnancy and maternity
- religion or belief
- sexual orientation
- marriage and civil partnership (for employees) The Trust recognises that it is also unlawful to discriminate by association or perception, e.g. treating a pupil unfairly based on the protected characteristics of their parents or other family members. This policy recognises the four types of unlawful behaviour (see Appendix 1)
- Direct discrimination
- Indirect discrimination
- Harassment
- Victimisation

The school is committed to ensuring individuals are treated fairly and decisions are based on objective criteria.

The Equality Statement

The school adheres to statutory government legislation and gives consideration to other relevant guidance, which aim to make sure that everyone is treated with equity.

The Iona School ensures that equal opportunities and the principles of fairness underpin all aspects of our policy.

We provide high quality education services, making sure services are accessible without barriers or discrimination. We improve what we do by consulting with staff, pupils, parents and Trustees about equalities issues. We promote our Equality and Diversity Policy in our contact with parents, staff, trustees and external organisations.

We recognise that every person has the right to be treated fairly, regardless of race, gender, sexuality, disability, age, culture, religion; nationality or caring responsibilities. Where necessary we implement reasonable adjustments, or additional support, to ensure equality of access to an education and suitable working environment.

Our staff and Trustees recognise the importance of diversity and demonstrate a proactive approach in their day-to-day work. Behaviour will reach our high standards of conduct (staff and pupils) and the learning environment we provide is safe and accessible for all children, young people and adults who study or work within the school.

We will not tolerate any form of discriminatory behaviour against members of the school. 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.

We comply with the Public Sector Equality Duty (PESD).

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 recognise 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.

Employment

The school is committed to ensuring that employees have equal access to jobs, training and professional development opportunities. All employment policies refer to the provisions of the Equalities Act 2010. The school recognises that the Act extends beyond the protected characteristics of an individual employee and that employers have broader responsibilities to employees and situations that maybe covered by the Act. All recruitment will be within the provisions of the Equalities Act, and applications will be monitored to report on recruitment activity, in line with the Act.

Age is a protected characteristic in relation to employment, but does not apply to pupils studying in school. Employees who are in breach of this policy will be dealt with under the Disciplinary Policy.

Pupil Provision

- The school will ensure that pupils are provided with appropriate support to recognise their individual needs. This includes protection under the Act extending the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled students.

Contractors and Service Providers

- The school will ensure that all service providers that are contracted to provide services to pupils, staff or visitors will comply with Equalities legislation. Where services are deemed not to meet school standards, in relation to equal opportunities and fairness, contracts may be terminated.

Roles and responsibilities

- The Trustees will ensure that the school complies with statutory requirements in respect of this policy. 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.
- To follow relevant procedures and take action in cases of unfair discrimination, harassment, bullying or victimisation.

Complaints

The school will regard any complaints of unlawful (or potentially unlawful) discrimination as a potentially very serious matter. Any complaint will be investigated in accordance with the Staff Grievance, Anti-Bullying or Harassment of Staff or Complaints Policy, whichever is appropriate.

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.

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
- All forms of bullying

Issue Date

This policy takes effect from April 2012.

Review Date

This policy will be reviewed and revised by the School Business Manager on an annual ~~n annual~~ basis.

Endorsement

Full endorsement to this policy is given by:

Name:	Mr Martin Taylor
Position:	Trustee
Signed:	
Date:	January 2020

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Related Policies

- Positive Behaviour Policy
- Anti-Bullying Policy
- Inclusion Policy

Appendix 1

The Equalities Act 2010 defines four kinds of unlawful behaviour:

- Direct discrimination
- Indirect discrimination
- Harassment
- Victimisation.


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Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat or would treat other people: for example, if an employee was refused a promotion because of their race.

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. An example might be holding a parents' meeting on a Friday evening, which could make it difficult for observant Jewish parents to attend, or arranging the weekly CPD sessions for teachers on days when no part time staff are available for work. It is a defence against a claim of indirect discrimination if it can be shown to be 'a proportionate means of achieving a legitimate aim'. This means both that the reason for the rule or practice is legitimate, and that it could not reasonably be achieved in a different way which did not discriminate.

Harassment has a specific legal definition in the Act. It 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'.

Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done ("a protected act") in connection with the Act. A protected act might involve, for example, making an allegation of discrimination or bringing a case under the Act, or supporting another person's complaint by giving evidence or information, but it includes anything that is done under or in connection with the Act.

Appendix 2 - Raising Awareness Within the School Children

The Iona School is fortunate to have Footprints renting 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 Down's Syndrome improve their communication skills.

Due to this, the school children are aware of diversity, they regularly 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.

Appendix 3 - Good Practice at The Iona School

- 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, e.g. 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.

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- 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 the worldwide Steiner network.

Appendix 4 – 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 that they do not feel they have to conform to their assigned gender in order to feel accepted.

How do we promote gender equality?

- It is important to ensure staff realise 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.