

Norwich Steiner School

Equality & Diversity Policy

Revised February 2017

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1. Policy Statement

Norwich Steiner School understands 'equal opportunities to describe an environment where no child or adult is prevented from taking a full part in the life of the school as a result of discrimination due to age, disability, gender reassignment, Race (including ethnic or national origins, colour or nationality), religion or belief (including lack of belief), sex or sexual orientation.

At our school, we benefit from the diversity of experience that our pupils and staff bring. We welcome differences and celebrate culture, respecting the needs of the individual, the group and the school community as a whole. We seek to share the different cultures represented here to inform and enrich.

2. The aims of the policy

Our overall aim is to create an equal opportunities community in which all adults and young people feel valued, thrive and achieve their potential. We fully support the duties introduced by the Equality Act 2010. We recognize that the equality duty supports good education and improves pupil outcomes.

In carrying out our core purpose to educate our pupils, we will actively seek opportunities to:

- Eliminate unlawful discrimination, harassment and victimization and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those that do not.

The nine protected characteristics defined by the Act are:

- Age (adults only)
- Disability
- Gender reassignment
- Marriage and civil partnership status
- Pregnancy and maternity
- Race (including gypsy and Traveller groups)
- Religion or belief
- Sex
- Sexual orientation

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination, harassment and victimization.

3. Guiding Principles

The guiding principles of our equality policy are that:

- All learners are of equal value
- Similarities and differences are recognised, respected and celebrated
- We foster positive relationships and a shared sense of cohesion and belonging
- We treat all candidates and staff equally in recruitment, retention and development
- We work to reduce and remove inequalities and barriers that already exist
- We consult and involve others in the development of our policies and educational provision
- We actively address prejudice
- We continually review and improve our practices

4. Teaching and Learning Strategies

All pupils learn differently because of their ages and stages of development, their prior learning, aptitudes and talents and preferred learning styles. It is integral to the professional role that teachers use a range of teaching and learning strategies to engage and challenge all pupils.

Nevertheless, in some individual circumstances, such as where a pupil has a disability, access to learning requires some compensatory features such as specialised resources.

5. Roles and Responsibilities

Teachers and other members of staff are expected to support the implementation of the equality policy and have a vital role both in eliminating discrimination and in promoting equality and diversity.

Staff are expected to:

- Act as good role models.
- Abide by and play an active role in the development and implementation of the equal opportunities policy.
- Plan the delivery of the curriculum to ensure that all pupils have equal access and that the needs of individual learners are considered (for example, pupils with English as a second language).
- Enable positive action to be taken to encourage those from disproportionately under-represented or disadvantaged groups
- Ensure that all pupils are aware of their rights and responsibilities with respect to equality, within the school and outside.
- Seek to develop effective links with all communities and parents.
- Deal effectively with incidents of harassment or discrimination, ensuring that they are approachable to concerned pupils and giving appropriate support to pupils who feel that they are affected by discrimination.
- Ensure that pupils know how to make a complaint and where they can get help.