# POLICY: EQUALITY

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| Policy Owner: | School Management |
| Approved / Last Reviewed: | September 2026 |
| Approved / Last Reviewed by: | Rob Brown |
| Next Review: | September 2027 |
| Policy basis | Equality Act 2010 |

## VERSION CONTROL

| Version | Date | Author | Notes |
|---|---|---|---|
| 1.0 | | | Historic |
| 2.0 | September 2026 | Rob Brown | Reviewed / Revised - Compliance |

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## SUMMARY OF THE LAW

Providing Equal Opportunities is not about treating everyone the same, as it is often described. It is about treating everyone as an individual according to their needs, abilities and interests, so that everyone has an equal opportunity to reach their full potential.

The Equality Act 2010 makes it unlawful for a school to discriminate against a pupil or prospective pupil, member of staff or candidate for a post, by treating them less favourably because of any of the following protected characteristics:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Gender reassignment
- Pregnancy or maternity
- Age (applies to employees/potential employees)

It is also unlawful to discriminate against a pupil or staff member, by reasons of association.

The law on disability discrimination is different from the rest of the Equality Act in a number of ways. In particular, schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

All schools have a duty to make reasonable adjustments to disabled people. This means that the school will make best endeavour and take all reasonable steps to avoid disabled pupils (or staff) being put at a disadvantage to other pupils (or staff).

Adjustments that may not be reasonable include:

- Those which might have a detrimental effect on other pupils, such as trips that are valuable to the education, but that might not be possible for the pupil with a disability to attend (e.g., a geology field trip necessitating walking over rough ground and climbing, with no viable way to accommodate a disabled pupil in a wheelchair)
- Lack of school resources to fund the adjustment, so that it would not be reasonable for the school to implement the adjustment.

## AIMS AND PRACTICE OF THE SCHOOL

Norwich Steiner School welcomes and respects difference. Staff aim to be pro-active in identifying and addressing prejudice and discrimination, whether direct or indirect, by association, perception, harassment or victimisation. It promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Staff focus on educating the individual, in a welcoming and inclusive environment, where all feel equally valued and can flourish.

Through implementation of the expectations outlined in the school's Behaviour and Code of Conduct policy, through assemblies, and a range of lessons such as Sponsor, Culture & Belief, PSHE/SMSC, Religion, Drama and Humanities, we aim to:

- Promote tolerance of and respect for each other and the importance of courtesy and consideration
- Foster positive relationships and a shared sense of cohesion and belonging
- Recognise, respect and celebrate similarities and differences
- Develop appreciation of and respect for pupil's own and other cultures in a way that promotes tolerance and harmony
- Encourage mutual respect and tolerance of those with different faiths and beliefs
- Promote positive images and role models to avoid prejudice and raise awareness of related issues
- Foster an open-minded approach and encourage pupils to recognise the contributions made by different cultures.
- Educate pupils of their rights and responsibilities with respect to equality, within the school and outside, of how to make a complaint and where they can get help.

Staff are expected to act as role models, to be approachable to pupils, and deal effectively with any incidents of harassment or discrimination. Norwich Steiner School uses the CPOMS system for recording safeguarding and behaviour concerns, and this allows an overview of incidents and actions to be monitored and maintained.

Teachers plan the delivery of the curriculum and use a range of teaching and learning strategies and materials to ensure that all pupils have equal access and that the needs of individual learners are considered. In some individual circumstances access to learning requires some compensatory features such as specialised resources.

If there are any concerns about the needs of learners, whether physical, academic or emotional, if no assessment from external specialists is available, the Inclusion coordinator carries out an assessment of the individual's learning style, so that teachers may be guided to better support pupils. In turn, this allows the school to apply for special assessment conditions for pupils who need them when they reach the final three years of the qualification.

## MONITORING, AUDIT AND GOVERNANCE

This policy belongs to Norwich Steiner School, which is the operational name for the Charity the Norfolk Initiative Steiner School, registered charity number 1099377, company number 4815492

Compliance is monitored through internal audits, policy review as part of self-evaluation, and annual reporting to Trustees on concessions awarded, value, and any compliance issues.