

Equal Opportunities and Inclusion Policy

Aims

As an inclusive school, Steiner Academy Bristol ensures that the teaching and learning, attitudes, achievements and well-being of every pupil matter. It is fundamental to Steiner Waldorf education that each child is valued equally and accepted as a unique being with their own distinctive qualities and aptitudes. The Steiner Waldorf curriculum and education supports teachers to develop a methodology that is inclusive and differentiated. Staff seek to apply the curriculum creatively in order to meet the needs of all the pupils, including those with protected characteristics. Any barriers to learning will be challenged and removed if at all possible subject to school's resourcing.

It is our intention that all pupils be valued and respected, irrespective of academic ability, any particular physical or emotional attributes, gender or cultural, religious, ethnic, racial or socio-economic background. Any incidents of racial, religious, gender, disability or other discrimination including related bullying are recorded and dealt with promptly and robustly according to our policies, procedures and statutory guidance.

Legal Framework

The Equality Act 2010 replaced previous legislation regarding race and disability discrimination and ensures consistency in the law in making the workplace a fair environment. The Public Sector Equality Duty 2011 covers the same groups that were covered by existing legislation- age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. These are called 'protected characteristics'.

Section 149 of the Equality Act 2010 sets out the public sector equality duty; the general duty came into force on 5th April 2011. A public body must, in the exercise of its functions, have due regard to the need to-

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

These are often referred to as the three aims or arms of the general equality duty.

Our related equality statement, objectives and information are published separately on the website.

The Prevent Duty

The Prevent Duty guidance 2015 sets out the need for 'British Values' to help everyone to live in safe and welcoming communities where they feel they belong. It places duties on schools and registered childcare providers to keep children safe and promote their welfare. In particular, the Prevent Duty requires providers to '*have due regard to prevent people from being drawn into terrorism*'.

The Special Educational Needs and Disability Code of Practice (0 to 25 years) 2014.

Part 3 of the Act concerns provision for children with special educational needs and disabilities, as outlined in the SEND Code of Practice 2014.

This lays out the requirement for the equal participation of children, young people and their parents in decisions being made about local services, and a focus on improving education and outcomes for children and young people.

Early Years Foundation Stage 2014 and Working Together to Safeguard Children 2015

In ensuring that we comply with the SEND 2014 duties, we also have regard for the associated duties in the above documents.

Purpose

The aim of this policy is to ensure that all individuals have an equal opportunity to participate fully in school life and to be free from discrimination, harassment and bullying whilst doing so. Through this policy, we prioritise removing barriers to both participation and opportunities, whilst celebrating and promoting the diversity of the school community.

- **Recognising and respecting diversity and difference**

Treating people equally does not necessarily mean treating them the same, though respect and fairness will be a constant. Our policies, procedures and activities promote equality and we challenge discriminatory behaviour and language. We do take into account differences of life experiences, background and individual needs including the barriers and disadvantages that people may face. We respect the religious practices and beliefs of all staff, children and families and comply with reasonable requests relating to religious observance and practice.

We aim to foster good relations between those who share a protected characteristic and those who do not share it by:

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English, pupils will be introduced to literature from a range of cultures.

- **Admissions and transitions**

As a free school, our admissions policy and processes are similar to the majority of state maintained schools and we do not discriminate against any child. We aim to fully support all transition phases and understand and plan for the different levels of support that different children and families will need to achieve smooth transitions.

- **Communication and Information**

We value and respect all communication with children, parents and professionals and endeavour to schedule meetings with notice at convenient times. We aim to make information clear and accessible in many formats included translated materials where necessary. We aim to ensure that all

staff, parents/carers and children where appropriate, know about this policy and also of our complaints policy if necessary.

- **Resources, activities and the environment**

Our ethos is inclusive and we offer children a range of relevant resources that positively reflect diversity, as well as activities and resources that reflect and enrich their interests. We make reasonable adjustments to ensure that planning reflects equality of access to resources and activities for all children, including those with SEN and those with English as an additional language and other protected characteristics.

Staff development and training

All staff, including those in governance and in support staff roles, are trained to enable them to develop anti-discriminatory and inclusive practices, including being confident to meet the individual needs of children.

Employment and Staffing

Posts are advertised and applicants are all judged against the same explicit and fair criteria. Applications from all backgrounds are welcomed and we aim for staffing to represent the diversity of the community. All job description specifications include the promotion of equality and interviews contain at least one equalities question. We recruit, develop and retain the most talented people regardless of gender, gender reassignment, race, disability, age, sexual orientation, religion and disability.

Our objective for 2018 is to train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the end of the next academic year. This will be reported on the website.

Designated roles and responsibilities

The SENDCo co-ordinates the provision for pupils with SEND, works in partnership with parents, staff and external agencies and ensures accurate record keeping and targeted support.

All staff are expected to-

1. Co-operate and comply with this policy to ensure equality of opportunity.
2. Encourage everyone to work towards an ethos where there is no victimisation, discrimination (direct or indirect) against anyone on account of their protected characteristic or other circumstances
3. Not discriminate in the course of their duties, nor induce or attempt to induce others to do so.
4. Encourage all pupils to develop a positive self-image by recognising, recording and celebrating all pupil's strengths and successes.
5. Always make provision through the Steiner ethos, curriculum and mode of teaching including differentiation based on needs, interests and abilities, so that all children feel part of the class group and can access the curriculum.

6. Be familiar with the schools' policies including the SEND policy, and the requirements of the Statutory Codes of Practice for SEN, Disability and Race, ensuring that the codes underpin all aspects of their work.
7. Ensure that the legislation and policy requirements within the protected characteristics of equality and diversity are implemented in all their working practices and attitudes.
8. Promote the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs, which are at the heart of Steiner education.
9. Use the Steiner curriculum covering awareness and appreciation of different cultures in world religions, mythology, history, music, geography etc. to support substantial elements of inclusion and diversity.
10. Routinely review the progress of all pupils through mainly formative, supportive, positive and individualised assessment and use this to inform planning.

Monitoring and Review

We continually review our practises to ensure that we are fully implementing our policy. We are developing ways to be able to report on our successes.

Document Control

Designated Governor (role)	tbc
Staff member	Joss Hayes
Governor Committee	FGB
Date Approved by Governors	April 2018
Review date	June 2019