



ST. GEORGE
MADRID



International
Schools
Partnership

Equality, Diversity & Inclusion Policy

 ST. GEORGE MADRID	Equality, Diversity & Inclusion Policy	<i>Last updated: 06/06/26</i> <i>Most recent update by:</i> <i>Paul Crouch (Headteacher)</i> <i>Next review due:</i> <i>June 2027</i>
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Introductory statement

St George is an inclusive community that is committed to promoting equality of opportunity for all in every aspect of school life. All have the right to respect and tolerance from others and equally are expected to treat others with the same respect and tolerance. We will encourage and enable employees and students to achieve their full potential in an environment which is free from all forms of unfair treatment, discrimination and harassment. The values and ethos of the school are central to our Equality, Diversity & Inclusion policy.

This policy is intended to help ensure equality of treatment and opportunity for all members of the St George community. The school aims not to discriminate on grounds of social economic group; race; colour; nationality; culture; ethnic or racial origin; carer responsibilities; gender; gender recognition, pregnancy, sexual orientation; disability; age; appearance; religious or political belief; marital status; or any other conditions or requirements which cannot be shown to be justified. The curriculum will be designed so that it may be delivered to provide flexible and equal access to all students whether able or disabled as far as is practicable within a mainstream educational establishment.

1. Aims of the Policy

The school recognises that direct and indirect discrimination may occur and therefore understands the need for a positive and effective Equality, Diversity & Inclusion Policy. In order to turn the commitment into a practical reality the school will do the following:

- We will endeavour to eliminate all unlawful discrimination, harassment and victimisation, including in the recruitment of staff and the admission of students;
- We will promote the concept of equality of opportunity throughout the organisation for both young people and adults, seeking to create a safe working environment which is accessible, stimulating, encouraging and supportive of learning and achieving;
- We will actively develop a better understanding of a range of human beliefs and values;
- We will help to enable students to take responsibility for their own behaviour and relationships with others;
- We will clearly set out how we will deal practically with issues relating to disability (see Appendix C – Disability Code of Practice)
- We will agree equality objectives, monitor progress and publish outcomes; and
- We will regularly review this policy, at least every three years, and consider how we can best achieve equality and equal opportunity across all aspects of school life.

2. Roles and Responsibilities

These are:

- The Headteacher will ensure the policy applies in the school and is known to and understood by staff, students and parents;
- The Headteacher will ensure that the appropriate data is collected, monitored and published;

- The Leadership team is responsible for agreeing the school's equality objectives, monitoring progress and publishing outcomes;
- The Leadership team is responsible for ensuring equality of opportunity in the curriculum;
- The Leadership team is responsible for the on-going review of all policies as they impact on and/or should be impacted by this policy;
- All staff are responsible for following the policy and for following up and/or reporting all incidents of unequal treatment as appropriate.
- All staff are responsible for appropriately incorporating the principles of Equality, Diversity & Inclusion in all aspects of their work.

3. Staff

a) Recruitment:

- Decisions regarding how and where advertising of vacancies are placed should take into account the school's commitment to enabling access.
- Candidates for vacant posts will be assessed similarly against relevant criteria only (eg skills, qualifications and experience). Information relating to protected characteristics will be excluded from consideration in the recruitment process.

b) Staff Development:

- All employees have a right to be developed in their role to the best of their ability. The leadership team will endeavour to ensure equal access to training, career development and promotion.
- All colleagues joining the school will be provided with induction training that includes reference to our Equality, Diversity & Inclusion Policy.
- Records of staff training undertaken will be maintained and reviewed to ensure equality of provision
- Colleagues becoming disabled whilst in employment will be given positive assistance to help them carry out their duties effectively. (see Appendix A)

4. Students

- Students have equal access to the curriculum and non-compulsory courses according to aptitude and ability.
- The school is committed to educational inclusion. This means that all aspects of the school's programme are accessible to all students. In the secondary school all students have the opportunity to access the school's IGCSE and IB Diploma programmes. For students who have difficulties accessing the full range of these programmes, efforts should be made to tailor a reduced programme to an individual student's needs (e.g. a reduced range of subjects at IGCSE or switching to a reduced number of higher level subjects within the IB Diploma programme, but remaining within the core programme)
- Access arrangements should be made available and trialed with all students who have been identified as potential candidates to ensure equality of access to examinations and other assessments across all stages of the school. All potential access arrangements should be established as normal working practice for students well in advance of final examinations at IGCSE or IB Diploma level.
- The school will collect and record information about the age, disability, gender, ethnicity and religion and other beliefs. It will also offer the opportunity for parents/carers/students to provide information about gender recognition and sexuality. This reflects the fact that questions regarding gender reassignment and sexuality may be a sensitive subject for some parents/carers/students, particularly when transferring from primary school at age 11.
- School strategic, development and curriculum plans will have equality of opportunity at their heart.

- The school Behaviour policies and Codes of Conduct actively promotes equality of opportunity.
- Positive attitudes and awareness of equal opportunity issues are actively promoted through the tutorial programme and PSHE activities.
- Every student should develop the knowledge, understanding and skills that they need in order to participate in our society, and in the wider context of an interdependent world (see Appendix B).

5. **Racist, Homophobic or other forms of Bullying**

- The school is committed to eliminating all forms of bullying. Where staff encounter incidents involving bullying of any member of one of the protected characteristic groups they must report these to a senior member of staff.
- The pastoral team will review termly bullying statistics for the school and ensure that any trends are identified.

6. **Organisation**

- School systems will recognise the needs of all members of the St George community.
- Meeting venues will take account of the needs of all participants.
- The school will make every reasonable effort to enable access for everyone, including those with physical disabilities.

7. **School Documents**

- The school will try to use plain English and translate to Spanish wherever possible.
- Documents will be made available in large print on request.
- The school will make use, as necessary and where possible, of translation through use of qualified staff.

8. **Breaches of this policy**

- The Staff Code of Conduct outlines what is and is not acceptable behaviour in the workplace.
- Any concerns or breaches of this policy will be dealt with following the procedures outlined.

9. **Monitoring and Review**

- This policy will be monitored and reviewed via a range of regular reports to the leadership team or at the request of the Headteacher. It is reviewed as part of the school's two-year policy review process for all standard policies.
- This policy should be read in conjunction with the following policies:
 - Anti-Bullying Policy
 - Behaviour Policy
 - Additional Learning Needs Policy
 - Staff Code of Conduct (Staff Handbook)
 - Child Protection policy
 - Acceptable use policy
 - Safe Recruitment policy
 - Examination policies
 - IBO Inclusion policy

Appendix A

St George Equal Opportunities (Staff) Policy

Aims

The owners of St George aims to support the creation of an environment that will:

- eliminate unlawful, direct and indirect discrimination and promote equality of opportunity;
- ensure that no employee or job applicant receives less favourable treatment on grounds of age, ethnic origin, colour, disability, creed, marital status, nationality, race, religion, culture, gender, gender recognition or sexual orientation;
- have regard to equal terms for men and women in employment
- value, celebrate and learn from the cultural diversity of its staff.

The Workforce

- St George will ensure that no employee receives less favourable treatment and that appropriate support is provided so that all employees attain their full potential to the benefit of the school and themselves.

Vacancy Advertising

- The Headteacher shall put in place arrangements to determine which vacancies must be advertised both internally and externally simultaneously. Permanent senior posts will always be advertised externally.
- Steps should be taken to ensure that knowledge of vacancies reaches under-represented groups internally and, where appropriate, externally.
- Vacancies will be advertised internally and externally on the TES

Selection & Recruitment

- Selection criteria, including job descriptions and postholder specifications, are kept under review to ensure that they are justifiable on non-discriminatory grounds as being essential for the effective performance of the job.
- More than one person is always involved in the short listing and the selection interview.
- Reasons for selection and rejection of applicants for vacancies must be recorded.

Appendix B

St George Equal Opportunities (Students) Policy

Aims

- The Leadership Team of St George aims to provide an appropriate learning experience for all students, whatever their colour, origin, culture, gender status, sexuality, religion or ability. The school has high expectations of all students.
- St George aims to provide students with the opportunity to learn in an environment free of prejudice. It is the responsibility of all staff to educate against any form of prejudice or negative stereotyping and to ensure that their conduct with students and colleagues reflects this responsibility at all times.

Teaching

Teachers are responsible for ensuring that:

- teaching styles, methods, language, questioning and classroom management includes and engages all students;
- suitable resources are chosen which motivate and are sensitive to different groups, cultures and backgrounds;
- stereotypes and what are thought to be stereotypical activities are effectively challenged;
- teaching strategies are reviewed in relation to variations in learning and attainment and in the light of known good practice; and
- endeavour to be mindful of possible cultural assumptions and bias within their own attitudes.

Leadership and Management

The senior managers are responsible for ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged students. Measures would include:

- identifying and investigating any patterns with regard to exclusions and poor attendance in respect of particular groups;
- monitoring differences in student attitudes to work and towards each other, with a view to identifying any significant patterns;
- addressing issues such as sexual, homophobic or racial harassment, bullying and hostile behaviour and ensuring that there are effective procedures for reporting and responding to such incidents;
- ensuring that the performance of different groups of students is monitored and evaluated so that the particular needs of different students are met; and
- the impact of additional support on standards achieved is evaluated.

It is essential that there is an appropriate response to identified patterns of attainment, progress, behaviour, attitudes and attendance. It is the responsibility of managers to ensure that:

- strategies are implemented to raise performance, aspirations and self-esteem;
- staff development is provided to raise awareness of differences in need and to promote strategies to raise achievement in all students; and
- an environment is created which affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations.

Equality of opportunities

In this policy, the term “parents” means all those having parental responsibility for a child.

- whatever arrangements are reasonable and practical, within financial constraints, are made to ensure that disabled students can gain access to the curriculum; and
- the school works effectively with local services and agencies, providing coherent support.

See Appendix C which provides more detail.

Gender and Sexuality

The school will ensure that:

- guidance is given on subject choices and careers encouraging students to consider non-stereotypical opportunities;
- gender issues are considered when preparing for, and following up, work experience; and
- account is taken of positive role models when inviting speakers and representatives into the school and in the promotion of specific initiatives.

Ethnic Groups, including Refugees, and Religion and other beliefs

The School will ensure that:

- home - school links are made to involve parents directly in the work of the school;
- linguistic diversity is positively recognised
- cultural and religious customs and practices are recognised and accounted for wherever possible;
- interpretation and translation services are made available as quickly as possible;
- links are established with the local community;
- staff work effectively with other local services;
- learning support for ethnic minority students is efficient and effective;
- provision is made for the spiritual, moral, and social and cultural education, supported by appropriate resources and information; and
- students' names should be accurately recorded and correctly pronounced. Students should be encouraged to accept and respect names from cultures other than their own.

Response to discrimination

All forms of discrimination by any person within the school will be treated seriously. A careful note of such incidents will be made, whether they take place in the school grounds, corridors or teaching areas. It will always be made clear to offending individuals that such behaviour is unacceptable.

Racist symbols, political symbols or other biased and/or offensive insignia are forbidden in the school. The display of such materials is regarded as discriminatory behaviour.

Continued discriminatory behaviour will lead to the involvement of parents and serious consequences enforced in line with the School's behaviour policy.

Appendix C

St George Disability Code of Practice

Environment

Any future building projects will be considered at the planning stage for accessibility and usability by people with disabilities. Evacuation procedures and escape routes for students and staff with disabilities are carefully planned and published.

Students

Applications will be considered in line with the published admission arrangements for all students. An applicant's disability will not prevent him/her from being offered a place and integrated into the school unless:

- the content, structure and delivery of the curriculum are such that the student would be prevented from fulfilling a major part of it; or
- the school would be unable to provide suitably trained staff; or
- facilities to allow the requirements of the curriculum to be met.

The school will aim to provide students with a disability with the appropriate support to enable them to be fully integrated. The school will not treat a student with a disability less favourably than any other student and will make reasonable adjustments to ensure the full participation and integration of disabled students.

As far as resources allow, the needs of disabled students will be taken into account in the design, structure and flexibility of teaching methods and delivery. Where a curriculum area is organised in such a way that a disabled student cannot fully participate, alternative provision will be made.

Students with a disability or who become disabled whilst studying at the school will be given appropriate support from staff to enable them to have equal access to the curriculum. Individual needs will be considered and addressed by all curriculum areas in collaboration with the SENCO and an Individual Education Plan drawn up on an annual basis.

The school recognises that special arrangements may be required to enable students with disabilities, including specific learning difficulties, to exhibit their capabilities and knowledge. Special arrangements will be made to enable such students to perform to the best of their ability by meeting their individual needs. The school will liaise with the relevant Examination Boards in such instances. Students and parents will be made fully aware of the process for making special arrangements for assessment and examinations by the SENCO in liaison with specific Curriculum Leaders and the school's Examinations Manager.

Staff

Wherever practicable, the school will:

- Consider and seek to employ disabled people in jobs suited to their aptitudes, abilities and qualifications in line with legislation.
- ensure that employees with disabilities are considered for promotion according to their aptitudes, abilities and qualifications.
- ensure that disabled employees are not disadvantaged when the renewal of fixed-term contracts is being considered.

Members of staff who become disabled, so far as is practicable, should continue to remain employed by the school at the discretion of the Headteacher, depending on their ability to carry out the duties of their post.

The school will endeavour to make any reasonable adjustments to enable the employee to continue in post. However, options might include:

- continuing in the same post
- a gradual return to work
- a reduction in hours

- redeployment
- premature retirement on grounds of incapacity
- termination of employment.

In cases where a disability is a degenerative, progressive condition that develops over time, careful consideration will be given to the selection of the most appropriate option(s).

The School will make reasonable changes to work practices and, where possible, the workplace to enable disabled people to work successfully, including those members of staff who become disabled whilst employed.

The School will ensure that a programme of training is offered to staff to increase their awareness of students with disabilities and inform them of appropriate action to be taken when delivering the curriculum. Teaching assistants will support teaching staff as required to help ensure that disabled students have equal access to the curriculum.

ST. GEORGE

