

# London Steiner School

## Inclusion, Equality and Diversity Policy

### Legislation and Guidance

[Special Educational Needs and Disability Code of Practice: 0 to 25 years](#)

[Equality Act 2010: Advice for Schools](#)

### Statement

**Diversity is a Fact, Equality is a Choice, Inclusion is an Action, Belonging is an Outcome**

This policy will underpin all the other policies of this school.

It is our intention that all pupils be valued and respected as a unique being with their distinctive qualities and aptitudes., irrespective of academic ability or any physical or emotional attributes, gender or cultural, religious, ethnic, racial, or socio-economic background. We actively encourage diversity, promote inclusivity, and believe harmony in difference is key to creating a strong school community. To this end we:

- Recognise neurodiversity in a positive light
- Engage in festivals that reflect the cultural diversity of families within the school community
- Stay in dialogue with current social understanding on race, including Black Lives Matter and Critical Race Theory
- Remain sensitive and alert to questions of gender
- Do everything within our power to remove obstacles to disability

### Summary

LSS school is an educationally inclusive school where the teaching and learning, achievements, attitudes, and the 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 and we believe that harmony in difference, builds diversity.

It is LSS's aim for all pupils to have the opportunity to access the teaching and learning which takes place in the school, according to their capacities. All pupils may have special needs at different times (including being gifted/talented) and therefore a wide variety of strategies are used to meet these needs as they arise. Learning diversity is recognised and planned for; any barriers to learning and participation will be challenged and removed within the confines of the school's resources. All pupils will be provided with equality of opportunity.

We apply the curriculum creatively to meet the physical, academic, cultural, social, and emotional needs of every pupil in our care. If for any reason, after exploring all avenues of support, we become

unable to meet the needs of a pupil within the school, we will do all we can to aid the transition to a suitable school.

Incidents of racism, religious, gender or other discrimination including related bullying are not tolerated and will be recorded and reported in line with DfE and other statutory requirements.

The school records ethnicity of pupils only with the consent of parents for the purposes of required submissions to organisations such as the School's Local Authority and the Department for Education (DfE).

## **Practice**

- The school does not discriminate against applicants for admission on grounds of race, religion, gender, socio-economic or cultural background
- LSS curriculum incorporates substantial elements which bring an awareness and appreciation of different cultures, e.g. In language teaching, world religions, mythology, history, music, geography etc.
- Steiner/Waldorf pedagogy is rooted in getting to know each pupil in depth, and the teachers differentiate daily between pupils with different capacities and needs
- Lessons are differentiated and experiential in their presentation, allowing for a wide range of responses or routes to learning
- Pupils with SEND are identified, and staff, in collaboration with the SENCO and parents will draw up an IEP
- Pupils causing concern will be discussed in the Teacher's meeting and may be the subject of a child study
- Assessment in the School is supportive, positive, and individualised, encouraging motivation and discouraging competition
- Staff will, within the school's resources, give support to individual pupils or to smaller groups
- The school has a strong ethos of close and co-operative relationships with parents, which maximises the potential of individual support strategies

## **Guidelines for staff**

Staff are expected to:

- Support all pupils in areas in which they struggle
- Encourage everyone in the school community to ensure that there is no victimisation, discrimination, either direct or indirect, against disabled pupils, pupils with a Special Educational Need; or on racial, gender or other grounds
- Positively embrace a multi-cultural and diverse curriculum
- Be active in promoting gender equality within both the school community and within lesson content
- Ensure that all pupils receive a broad, balanced, and relevant curriculum, and that provision for those pupils on the SEND register is central to curriculum planning (this includes gifted & talented pupils)
- Be familiar with the school's SEND policy, the requirements of the Statutory Codes of Practice for SEN, Disability and Race and ensure that the codes underpin all aspects of their work
- Make reasonable provision to alleviate any disadvantages faced by pupils with a disability

- Be sensitive to gender issues that arise and seek advice from colleagues or specialist help where necessary

### **Related Policies:**

LSS Admissions Policy

LSS Assessment Policy

LSS SEND Policy

LSS Positive Behaviour Policy

LSS Anti Bullying Policy

LSS Exclusion Policy

<b>Reviewed by/date</b>	<b>Helen Kinsey 10/ 2021</b>
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