

An exceptional education that draws out the unique potential of each student

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## Equality, Diversity and Inclusion Policy

*This policy should be considered alongside and in conjunction with the following policies: Admissions Policy; Behaviour and Discipline Policy; Staff Code of Conduct Policy; SEN Policy; Safeguarding and Promoting the Welfare of Children Policy; Anti-Bullying Policy; Accessibility Policy; Complaints Procedure; Safer Recruitment Policy; and Staff Handbook.*

*This policy is available from our website ([halcyonschool.com](http://halcyonschool.com)) and in hard copy on request. It has been formulated with due regard to the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice: 0-25 Years.*

*The Board of Trustees has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework prohibiting discrimination. The Board has delegated to the Director day-to-day responsibility for operating the policy and ensuring its accessibility, availability, maintenance and review.*

This policy applies to all members of the current and prospective Halcyon community. Halcyon is committed to encouraging equality, diversity and inclusion, and ensuring no unlawful discrimination. There is also an Equal Opportunities Policy for staff in the Staff Handbook.

Halcyon London International School respects all individuals equally, and promotes equality, diversity and inclusion of opportunity and access. All members of the school community are valued for their diversity and differences and, in turn, encouraged to value and respect others. Halcyon seeks to provide a positive, inclusive environment for all members of its community to flourish and reach their full potential.

In the provision of equal opportunities, the School recognises and accepts its responsibilities under the law (in particular, as set out in the UK Equality Act 2010) and opposes discrimination on the basis of the protected characteristics of: age, disability, gender reassignment, marital or civil partnership status (in the case of adult members of the School Community), pregnancy and maternity; race (including colour, nationality, and ethnic or national origin); religion or belief (including lack of religion or belief); sex, sexual orientation; and ex-offenders.

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The aim of the School is to provide equality, fairness and respect for all in our community (including those employed temporarily, part-time or full-time) and to ensure that no person is victimised or subjected to any form of bullying, harassment, victimisation or cyberbullying for any reason. See Halcyon's Anti-bullying Policy for more details.

Halcyon aims to ensure that all policies and practices conform with the principle of equal opportunities. Positive attitudes are fostered through the curriculum and ethos of the School, and students are encouraged to question assumptions and stereotypes.

Inappropriate attitudes and practices which do not amount to misconduct will be challenged and tackled through staff modeling, through the personal, social, health and economic education (PSHEE) programme, through the use of appropriately selected teaching and learning materials (that avoid stereotypes and bias), through staff professional development and through the supportive school culture.

### Admissions

Halcyon offers an international curriculum (the I.B.) in an English-speaking environment to students of different ages, aptitudes and abilities. The School will provide appropriate support for children with special educational needs or those for whom English is an Additional Language (EAL). See Halcyon's Special Educational Needs Policy and EAL Policy for more details.

Candidates for admission as students are required to satisfy the academic and character requirements current at the time of admission and entry to the School, irrespective of their gender, gender reassignment, race, disability or special educational needs, religion or belief, sexual orientation, pregnancy or maternity, and the School will not discriminate on these grounds in the terms on which a place is offered, subject to the following paragraph.

### Disability and Special Needs Access

Halcyon's facilities, physical and otherwise, for the disabled and those with special educational needs are limited but all that is reasonable will be done to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. Subject to



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the above constraints, the School welcomes applications for school places from people who have a disability within the meaning of the Equality Act 2010. Every application will be processed and considered fairly. The School maintains and promotes a positive culture towards inclusion of disabled people and those with special educational needs in all its activities and will not treat a student and their parent or guardian less favourably on these grounds without proper justification.

The School has an ongoing duty to make 'reasonable adjustments' for disabled students and students with special educational needs in respect of the education and associated services provided to ensure that such students are not placed at a substantial disadvantage in comparison with other students. This is a broad expression that covers all aspects of school life, for example: the curriculum; classroom organisation and timetabling; access to school facilities; clubs and visits; school sports and school policies.

Reasonable adjustments may typically include:

- making arrangements for a student or parent in a wheelchair to attend an interview in an accessible ground floor room
- providing examination papers in larger print for a student with a visual impairment
- rearranging the timetable to allow a student to attend a class in an accessible part of the building
- arranging a variety of accessible sports activities.

The School will carefully consider any proposals made by parents and will not unreasonably refuse any requests for auxiliary aids and services.

The School attempts to use succinct and straightforward language whenever possible. The School will make reasonable adjustments to ensure that EAL parents will be able to access school materials.

The School will monitor the physical features of its premises to consider whether disabled users of the premises are placed at a substantial disadvantage compared to other users. Where possible and proportionate, the School will take steps to improve access and the School has an Accessibility Plan, which is kept under review and revised at least every 3 years.



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### Provision for students with particular religious, dietary, language or cultural needs

Halcyon is a secular community and the School respects the right and freedom of individuals to worship in accordance with their faith, or no faith, subject always to their respecting the rights and freedoms of the School community as a whole and considerations of safety and welfare.

Only meals prepared by the Halcyon catering team can be consumed within the school building, and as part of its commitment to sustainability, Halcyon offers an exclusively vegetarian menu. Halcyon provides for most special dietary requirements related to allergen and intolerance.

The School, through its Wellbeing structure, will make every effort to support individual students with particular cultural needs (religious, ethnic, creative, etc.).

**Positive Action.** The School may provide access to additional education or training to meet any specific needs, for example, special language training in the case of students whose first language is not English, or additional support in the case of students with a disability or special educational needs.

**Complaints.** Any student, parent or guardian who believes they have received less favourable treatment on any of the grounds referred to in this policy may make a complaint using the school's Complaints Procedure (a copy of which is published on [www.halcyonschool.com](http://www.halcyonschool.com)).

*Created 18 October 2016. Approved by Board of Trustees October 2016. Reviewed & Approved by Board of Trustees January 2017. Reviewed September 2017. Approved by Board of Trustees 07 September 2017. Reviewed January 2019. Approved by the Board of Trustees, February 14 2019. Reviewed February 2021. Approved by the Board of Trustees, March 25 2021. Reviewed February 2022. Approved by Board of Trustees 08 June 2022*

*This policy will be reviewed annually, or more regularly in light of any significant changes in statutory requirements and legislation.*

