

Eerde Equality Policy



Coordinator:	School Director - N Holterman
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Introduction:

Eerde IBS is an international school, offering education to a diverse student population, through an international curriculum model, delivered by a diverse body of staff.

Our commitment to equality is not only shaped by our legal and ethical obligations, but by a belief that diversity, equality and understanding are essential components of an international education which enables our students to thrive in the global community.



As outlined by our Guiding Statements:

At Eerde, our mission is to help students develop into successful, engaged and responsible young adults with strong global connections; in possession of life-long learning skills and friendships forged for life.

We strive to provide our young people with the opportunity to develop academically, athletically, artistically and ethically and to achieve their full potential. Through offering a nurturing environment, in which inquiry based and experiential learning, personal development and diversity are valued, we aim to develop students who have the confidence, ambition and skills they need to make a positive difference.

Our Guiding Statements - *We are.....*



Confident

We develop confidence in our abilities and ideas, in order to work towards achieving our dreams and future aspirations.

We celebrate success and we feel proud of ourselves, each other and our school



Caring

We think of others and care about others' needs. We are friendly, collaborative and build positive relationships

We take care of ourselves and value healthy lifestyles and choices



Reflective

We identify our strengths and our areas for improvement

We reflect on our actions, our behaviour and our treatment of others



Balanced

We value personal and social development, as well as academic development

We strive to achieve a healthy balance between those areas of our lives that we value and those we need to develop



Critical

We examine evidence and use reason to arrive at conclusions.

We question assumptions, traditions, and conventional wisdom

We challenge and innovate, always striving to be independent thinkers



Responsible

We are ambassadors for our family, our friends, our school and our community

We consider our impact on the planet and society and strive to be responsible global citizens



Cooperative

We value our community and strive to work together to help each other fulfil our potential as a school and as individuals

We understand that our community extends beyond the walls of our school to the local community and wider world



Diverse

We seek to understand each other, recognising our similarities and celebrating our differences

We recognise that different values, traditions and customs can all be right, striving for a culture of mutual respect and tolerance



We also have an obligation to observe our legal responsibilities in the Netherlands as per the Article 1 of the Dutch Constitution, the [Equal Treatment Act](#); the [Equal Treatment of Disabled and Chronically Ill People Act](#); the [Equal Treatment in Employment \(Age Discrimination\) Act](#); and the [Equal Treatment \(Men and Women\) Act](#).

Which specify the following grounds for unlawful discrimination:

- race;
- sex;
- gender;
- sexual orientation;
- political opinion;
- religion;
- belief;
- disability or chronic illness;
- civil status;
- age;
- nationality;
- working hours (full time or part time);
- type of contract (temporary or permanent)

Alongside this, as an international school we also observe the statues as set out by the [Universal Declaration of Human Rights \(specifically Articles 1, 2, 7, 18, 19, 23\)](#) and the [United Nations Convention on the Rights of the Child \(specifically Articles 1, 14, 23, 29\)](#).

We have a duty to prohibit all forms of illegal discrimination against school personnel, students, parents and guardians, visitors and all users of the school and not to treat those considered to have a disability less favourably.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender (or gender reassignment), marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.



We have high expectations of all pupils from across the ability range by aiming to provide them with every opportunity to succeed by providing the highest standards of teaching and learning within a curriculum that is broad, balanced, differentiated, relevant and exciting. We will monitor the progress of all pupils in order for them to achieve their expected targets.

We are opposed to any member of the school personnel or others connected with the school being victimized, harassed or bullied by another based on assumptions about their status in the aforementioned categories or on any other grounds.

We work hard to maintain a positive ethos where all members of the school community work well alongside each other developing positive working relationships.

We want pupils to come to school to enjoy the meaningful experiences that we offer and where they feel valued and special. We want them to have a sense of pride in themselves and their school.

We want school personnel to see the importance and derive a sense of fulfilment from their work in school but above all we want them to feel valued by everyone in the school community.

Aims:

- To treat everyone equally irrespective of their race; sex; gender; sexual orientation; political opinion; religion; belief; disability or chronic illness; civil status; age; nationality; working hours (full time or part time); type of contract (temporary or permanent)
- To achieve the highest standards of teaching and learning for all children irrespective of their race; sex; gender; sexual orientation; political opinion; religion; belief; disability or chronic illness; civil status; age; nationality; or any other protected characteristic.
- Foster an environment where equality is actively sought, our Guiding Statements are embedded in all we do and our school community share our commitment to the development of global citizens



Roles and Responsibilities:

Role of the Supervisory Board

The Supervisory Board, has:

- responsibility for ensuring that the school complies with all equalities legislation;
- delegated powers and responsibilities to the School Management Team with regard to this Equality Policy;
- delegated powers and responsibilities to the School Director, to ensure that this policy and the School Guiding Statements are embedded into the culture of the school;
- overall responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the School Director

The School Director will:

- work closely with the School Management Team with regard to this Equality Policy;
- ensure that this policy and the School Guiding Statements are embedded into the culture of the school;
- ensure that school personnel, students and parents are aware of and understand this policy;
- provide effective leadership on equality, inclusion and community cohesion;
- monitor and review the effectiveness of this policy;
- record and deal with incidents of racism, bullying and other inappropriate behaviour;
- seek advice from appropriate agencies in order to ensure that this policy is kept up-to-date;
- have high expectations of all students from across the ability range;
- provide every opportunity for students to succeed by ensuring the highest standards of teaching and learning;
- ensure the curriculum is broad, balanced, differentiated, relevant and exciting;
- monitor the progress of all pupils in order for them to achieve their expected targets;
- ensure equal opportunities is covered in the school improvement plan, in all subject policies and curriculum plans;



- monitor and analyse the performance of different groups of students within the school;
- regularly report to the Supervisory Board on the standards achieved by different groups within the school;
- provide suitable training and development for school personnel, where necessary;
- monitor and evaluate and review the effectiveness of this policy by ensuring that the following takes place:
 - scrutinising teachers planning
 - scrutinising pupils work
 - observing pupils throughout the school day
 - classroom monitoring of pupil progress
 - analysis of questionnaires and surveys with pupils, parents/carers and school personnel
 - analysis of pupil data

Role of the Senior Management Team

The Senior Management Team will:

- work closely with the School Director and Principal with regard to this policy;
- ensure that this policy and the School Guiding Statements are embedded into the culture of the school;
- provide effective leadership on equality, inclusion and community cohesion;
- monitor and review the effectiveness of this policy;
- seek advice from appropriate agencies in order to ensure that this policy is kept up-to-date;
- regularly liaise with the Supervisory Board either directly or through the Link Governor on the success of this policy

Role of Course Coordinators

Course Coordinators will:

- work closely with the School Management Team with regard to this Equality Policy;
- ensure that this policy and the School Guiding Statements are embedded into the culture of the school;
- record and report incidents of racism, bullying and other inappropriate behaviour;
- have high expectations of all students from across the ability range;
- provide every opportunity for students to succeed by ensuring the highest standards of teaching and learning;
- ensure the curriculum is broad, balanced, differentiated, relevant and exciting;



- monitor the progress of all pupils in order for them to achieve their expected targets;
- monitor and analyse the performance of different groups of students within the school;
- monitor and evaluate and review the effectiveness of this policy by ensuring that the following takes place:
 - scrutinising teachers planning
 - scrutinising pupils work
 - observing pupils throughout the school day
 - classroom monitoring of pupil progress
 - analysis of questionnaires and surveys with pupils, parents/carers and school personnel
 - analysis of pupil data

Role of School Personnel

School personnel will:

- Support the school in ensuring that this policy and the School Guiding Statements are embedded into the culture of the school;
- comply with all the aforementioned aspects of this policy;
- attend appropriate training programmes where required;
- report incidents of unequal treatment to the School Director, Principal or Management Team;
- maintain an overall school ethos of respect and tolerance for one another;
- promote equality, inclusion and good community relations;
- challenge inappropriate language or behaviour;
- tackle bias and stereotyping;
- insist on good student conduct;
- act as role models;
- be alert to signs of racial harassment and bullying;
- carefully monitor all groups of students to ensure that they make progress and achieve their targets;
- provide a stimulating, relevant and exciting curriculum that will motivate and enthuse all students;
- ensure planning is differentiated in order to provide full access for all students;
- create a positive classroom ethos that is welcoming to all students;
- ensure students feel valued and have individual targets;
- be open to the views of students;
- encourage pupils to share their experiences of different cultures and different religions;
- provide positive classroom displays of pupils' work;



Role of Students

Students are expected to:

- adhere to the Eerde Code of Honour and respect the school's Guiding Statements;
- be aware of and comply with this policy;
- recognise that they have a role and responsibility to promote equality, inclusion and good community relations;
- challenge inappropriate language behaviour;
- tackle bias and stereotyping;
- work to promote anti-bullying strategies;
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these

Role of Parents/Carers

Parents/carers will:

- be made aware of this policy, the Guiding Statements and Eerde Code of Honour;
- work closely with the school;
- maintain communication with the school regarding any issues their child may be having or details of any disability or chronic illness.

Role of the Data Protection Officer (if necessary)

The Data Protection Officer will:

- have expert knowledge of data protection law and practices;
- inform the school and school personnel about their obligations to comply with the GDPR and other data protection laws;
- ensure data management is strengthened and unified;
- monitor compliance with the GDPR and other data protection laws, in line with the Eerde IBS Data Protection Policy.



Procedure:

Monitoring

Equality is constantly monitored through the Termly Review process, Equality Impact Assessments, annual reviewing of policies and staff vigilance.

Training

Training may be offered to staff in particular roles or the staff body as a whole, as, when and if required.

Recruitment and HR

Eerde is an equal opportunities employer and we seek to adhere to all aspects of equal opportunities in our recruitment process.

School Admissions

Eerde reserves the right to deny admission to students for whom the school feels it can not cater for without substantial changes to its offering or facilities. We welcome applications from all students, but may suggest alternative options for those students who would benefit from more specialised expertise and care.

Complaints

The Eerde Complaints Policy is available in circumstances where an allegation of discrimination has been made against a member of school staff.

Any case of harassment, racism or bullying will be dealt with by the school's disciplinary procedures for both staff and students.



Student Consultation

We wish to consult our students and to hear their views and opinions as we acknowledge and support [Article 12 of the United Nations Convention on the Rights of the Child](#) that children should be encouraged to form and to express their views.

Student consultation is integral to our process of regular self-evaluation and continuous improvement and will take place in a variety of ways.

The methods will include:

- A Student Council (which will meet regularly and also be consulted by the Principal)
- An appointment system and means of contact with the Principal and key staff members
- Operating an 'open door' policy in school whenever possible
- Student Questionnaires (on a variety of matters relating to the school and/or social issues)
- Open Class discussion (on a variety of matters relating to the school and/or social issues)

Every effort is made to provide a variety and range of consultation methods to all students. Every student who attends Eerde International Boarding School will be encouraged and given the opportunity to provide feedback on every aspect of school life during their time with us.

A separate policy exists for student consultation which explains these processes in more detail.



Associated Policies and Publications

This policy has been written with reference to and in accordance with the following policies and publications:

- Add policies here

Equality Impact Assessment

We are also committed to [Articles 2 and 14 of the United Nations Convention on the Rights of the Child](#) and therefore, have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

Therefore, this policy has been equality impact assessed to ensure that it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

This policy affects or is likely to affect the following members of the school community (✓)		Students	School Personnel	Parent/s/carers	Board	School Visitors	Wider School Community		
		✓	✓	✓	✓	✓	✓		
Question	Protected Characteristics							Conclusion	
Does or could this policy have a negative impact on any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'yes' or 'not sure'
YES									Yes No
NO	✓	✓	✓	✓	✓	✓	✓	✓	✓
UNSURE									
Does or could this policy help promote equality for any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'no' or 'not sure'
YES	✓	✓	✓	✓	✓	✓	✓	✓	Yes No
NO									
UNSURE									✓
Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.								



Policy Review

Annual Policy Review Sheet - Appendix A:

Review Date	Primary Reviewer Name (Policy Coordinator)

This Appendix A should be completed **annually** by the Policy Coordinator.

Date of Last Review:	
Date of Next Review:	
Is this policy being implemented fully, with all outlined procedures followed as prescribed?	YES/NO
If this policy is not being implemented fully, as prescribed, please outline what you have put in place instead and the reasons behind the change...	
How are staff made aware of this policy?	
Does this policy require any specific/specialised training for staff, if yes please specify what it is and whether it has been done?	
Monitoring the Effectiveness of the Policy	
Please comment on the overall effectiveness of this policy – giving any suggestions or recommendations for improvement...	

