2026/2027

Diversity, Equality and Inclusion Policy

WHOLE SCHOOL

MORNA INTERNATIONAL COLLEGE

IBIZA

SINCE 1973

Policy Owner:

Head Teacher

1. Purpose and Scope

Morna International College is committed to a safe, respectful and inclusive environment in which every member of the school community is valued, treated with dignity and able to participate fully. This whole-school policy applies to students, employees, parents and guardians, visitors, contractors, volunteers and other users of school services, including conduct in school, on visits and activities, and in online spaces connected with school life.

The school promotes equality of opportunity and does not accept discrimination, harassment, bullying, victimisation or retaliation related to nationality, race, ethnicity, culture, religion or belief, language or linguistic background, sex, gender, gender identity or expression, sexual orientation, disability, special educational needs, age, family circumstances or other personal characteristics relevant under applicable law and the school's equality and inclusion commitments. The school recognises that disadvantage or discrimination may arise from a combination of characteristics and will consider intersectional concerns when assessing and responding to individual circumstances.

2. Our Commitments

The school promotes respect, dignity, belonging and equality of opportunity across school life. It recognises and celebrates the cultural, linguistic and social diversity of its international community and seeks to identify and reduce barriers to participation, including through reasonable and appropriate adjustments where required.

Discriminatory language or behaviour, prejudice and stereotyping will be challenged promptly, proportionately and consistently. Members of the school community must be able to report concerns safely and have those concerns taken seriously, recorded appropriately and addressed without victimisation. Leadership will monitor patterns and use evidence to improve policy, practice, curriculum and staff development.

3. Understanding Discrimination and Inclusion

Inclusion means ensuring meaningful access, respect, participation and a sense of belonging. Equality does not always mean treating everyone identically; appropriate support or adjustments may be needed to ensure fair access and opportunity.

Direct discrimination means treating someone less favourably because of a protected or personal characteristic. Indirect discrimination occurs when a rule, practice or requirement places a particular group at an unjustified disadvantage. Harassment is unwanted behaviour related to identity or background that violates a person's dignity or creates an intimidating, hostile, degrading or offensive environment. Victimisation or retaliation means subjecting a person to unfavourable treatment, intimidation or disadvantage because they have raised, supported, reported or provided information about an equality concern or complaint. Intersectional discrimination may occur where two or more characteristics combine to create a particular form of disadvantage or discrimination.

4. Areas of Implementation

Curriculum and Learning. Teaching and learning should promote intercultural understanding, respectful discussion and critical thinking. Resources and examples should reflect diverse cultures, identities and perspectives and avoid reinforcing stereotypes. The school will seek to support equitable access to learning, enrichment, leadership and wider school opportunities.

Safeguarding, Behaviour and Student Support. The school will take reasonable steps to protect students from identity-based bullying, harassment, exclusion and discriminatory behaviour. Concerns will be addressed in line with safeguarding, behaviour and anti-bullying procedures, with immediate safeguarding escalation where appropriate. Suitable support will be considered for those affected and for other students involved.

Accessibility, SEN and Disability. The school will seek to identify barriers to access and participation and make reasonable and appropriate adjustments in accordance with applicable law and the school's SEN and Admissions arrangements. It will work with students, families and relevant professionals to support inclusion and participation. Requests and decisions concerning adjustments will be recorded and personal information will be handled in accordance with the school's Data Protection and Privacy arrangements.

Recruitment, Employment and Professional Development. The school promotes fair and transparent recruitment, employment, training and professional development practices in accordance with applicable Spanish employment and equality law and the school's employment procedures. Morna Valley School S.L. maintains a formally registered Equality Plan (Plan de Igualdad), which establishes specific measures to promote equality of treatment and opportunity between women and men in employment. The Plan addresses areas including recruitment and selection, professional classification, training, promotion, work-life balance, remuneration, and the prevention of sexual harassment and gender-based harassment (*acoso sexual y acoso por razón de sexo*) and is subject to formal monitoring and review through its designated monitoring arrangements. Staff concerns involving discrimination or harassment will be addressed through the Workplace Harassment Policy, the Equality Plan and its associated Protocol for the Prevention of and Response to Sexual Harassment and Gender-Based Harassment (*Protocolo para la prevención y actuación frente al acoso sexual y el acoso por razón de sexo*), and/or the appropriate grievance, disciplinary or safeguarding procedure, as applicable. Relevant staff will receive appropriate guidance and training on equality and inclusion in accordance with their roles and responsibilities.

Community Engagement and Service Users. The school will work constructively with families and other users of school services, encourage respectful dialogue across cultural, linguistic and social differences, communicate expectations clearly and address concerns in a timely and proportionate manner. Expectations for conduct will be applied consistently with the Staff Code of Conduct, the Parent/Carer Community Code and relevant complaints procedures.

5. Roles and Responsibilities

The Head Teacher is the policy owner and has overall accountability for this policy. The Senior Leadership Team is responsible for implementation, communication, monitoring and review, and will ensure that significant concerns, recurring patterns and required actions are considered and addressed appropriately. School leaders and Designated Safeguarding Leads coordinate responses where concerns overlap with safeguarding, welfare, behaviour or bullying procedures. In relation to employment equality, the implementation and monitoring of the Morna Valley School S.L. Equality Plan (Plan de Igualdad) is undertaken through the designated monitoring arrangements established under that Plan. The Proprietor, or an appropriately nominated representative, will provide independent oversight where a concern involves the Head Teacher or Executive Director, or where another conflict of interest requires such oversight.

All staff must model inclusive behaviour, challenge discriminatory language and actions, record and report concerns appropriately, and support students in understanding respect and equality. Students are expected to treat others with respect, avoid discriminatory behaviour and report concerns to a trusted adult. Parents and guardians are expected to support the school's inclusive ethos, raise concerns promptly and engage respectfully with school procedures.

6. Reporting and Responding

Any member of the school community may report discrimination, harassment, victimisation, retaliation or identity-based bullying. Students may report concerns to any trusted adult, teacher, school leader or Designated Safeguarding Lead. Employees may report concerns through the routes established in the Workplace Harassment Policy, including to their line manager, a member of the Senior Leadership Team, the Executive Director, the Head Teacher or an elected Staff Representative. Where an employee concern

relates to sexual harassment or harassment based on sex, it will also be managed in accordance with the Protocol for the Prevention of and Response to Sexual Harassment and Gender-Based Harassment (*Protocolo para la prevención y actuación frente al acoso sexual y el acoso por razón de sexo*) associated with the Morna Valley School S.L. Equality Plan (Plan de Igualdad). Parents, guardians, visitors, contractors and other service users may raise concerns with the relevant school leader or through the school's complaints procedure.

Reports will be taken seriously and considered promptly, fairly and sensitively. The receiving member of staff must record and refer the concern in accordance with the relevant school procedure. Records of concerns, actions, outcomes and any follow-up required will be maintained through the relevant safeguarding, behaviour, complaints, employment or other applicable procedure, subject to confidentiality and data-protection requirements. The person responsible for managing the concern will establish the relevant facts, consider information from those involved, assess whether immediate protective measures are required and determine the appropriate procedure. Where a concern raises a safeguarding issue, the Safeguarding Policy takes precedence and a Designated Safeguarding Lead must be informed immediately.

Student matters will be managed under the relevant safeguarding, behaviour, anti-bullying, SEN or complaints procedure, as appropriate. Employee matters will be managed under the Workplace Harassment Policy and/or the applicable grievance, disciplinary, safeguarding or employment procedure. Where an employee matter concerns sexual harassment or gender-based harassment (*acoso sexual y acoso por razón de sexo*), the associated Protocol will also be followed. Concerns involving parents, visitors, contractors or other service users will be addressed through the relevant contractual, community conduct or complaints procedure.

Where a concern cannot appropriately be resolved at the initial level, involves a senior member of staff, presents a serious or repeated risk, or may require external intervention, it will be escalated to the Head Teacher or Executive Director, as appropriate. Where the Head Teacher or Executive Director is implicated, or where referral to either would create an actual or perceived conflict of interest, the matter will be referred directly to the Proprietor or an appropriately nominated representative and, where required, to the relevant external agency or authority.

Responses will be proportionate and may include support, restorative or educational work, behaviour consequences, employment action, protective measures, reasonable adjustments and referral to external agencies, where appropriate. The school will take reasonable steps to protect individuals who raise or support a concern from retaliation or victimisation. Relevant information will be shared only on an appropriate need-to-know basis, subject to safeguarding and legal requirements. Those involved will be informed of the outcome to the extent appropriate and lawful, and any agreed follow-up actions will be monitored.

7. Monitoring and Review

The Senior Leadership Team will monitor the implementation of this policy and the policy will be reviewed annually, or sooner where required. This whole-school monitoring is separate from, and complementary to, the formal monitoring and review arrangements established under the Morna Valley School S.L. Equality Plan (Plan de Igualdad).

Monitoring will consider, where relevant and proportionate, available information relating to admissions and applications; suspensions, exclusions and withdrawals; attainment and progress; curriculum, enrichment, leadership and wider participation; complaints and reported discrimination, bullying, harassment, victimisation or retaliation; safeguarding and behaviour information; SEN, accessibility and reasonable-adjustment requests and outcomes; and staff recruitment, appointment, retention, training and development.

Monitoring will be used to identify recurring concerns, possible disproportionate outcomes, barriers to participation and the effectiveness of responses, and to inform appropriate actions or improvements where required. Information will be considered in a form that is appropriate, proportionate and appropriately aggregated or anonymised where possible. Personal information and any special-category data will be handled in accordance with applicable data-protection law and the school's Data Protection and Privacy arrangements.

8. Related School Policies

This policy should be read alongside the school's Safeguarding Policy, relevant Behaviour Policies, Whole School Anti-Bullying Policy, SEN Policy, Admissions Policy, Staff Code of Conduct, Parent/Carer Community Code, Workplace Harassment Policy, Staff Handbook, Morna Valley School S.L. Equality Plan (Plan de Igualdad) and its associated Protocol for the Prevention of and Response to Sexual Harassment and Gender-Based Harassment (*Protocolo para la prevención y actuación frente al acoso sexual y el acoso por razón de sexo*), and Data Protection and Privacy arrangements.

9. Legal and Policy Framework

As a British school operating in Spain, Morna International College operates within two complementary elements of the legal and regulatory framework. First, the British Schools Overseas (BSO) Standards require schools to encourage respect for others and avoid discrimination, paying particular regard to the protected characteristics set out in the Equality Act 2010. The Equality Act 2010 is referenced in this policy for the purposes of meeting the BSO Standards; the school's legal obligations in Spain arise under applicable Spanish and Balearic law.

The school operates within Spanish law and the applicable legal and educational framework of the Illes Balears. Relevant provisions include the Spanish Constitution, in particular the principle of equality and non-discrimination; Ley 15/2022, de 12 de julio, integral para la igualdad de trato y la no discriminación; Ley Orgánica 3/2007, de 22 de marzo, para la igualdad efectiva de mujeres y hombres; Real Decreto Legislativo 1/2013, de 29 de noviembre, approving the consolidated General Law on the rights of persons with disabilities and their social inclusion; and Real Decreto 806/1993, de 28 de mayo, concerning foreign educational establishments in Spain.

In relation to employment equality, Morna Valley School S.L. maintains a formally registered Equality Plan (Plan de Igualdad), together with its associated Protocol for the Prevention of and Response to Sexual Harassment and Gender-Based Harassment (*Protocolo para la prevención y actuación frente al acoso sexual y el acoso por razón de sexo*). These form part of the school's framework for implementing and monitoring its employment equality obligations.

Within the Illes Balears, relevant provisions include Ley 11/2016, de 28 de julio, de igualdad de mujeres y hombres, and Ley 8/2016, de 30 de mayo, para garantizar los derechos de lesbianas, gays, trans, bisexuales e intersexuales y para erradicar la LGTBI fobia, together with other applicable autonomous-community educational and equality requirements.

Data relating to equality concerns, reasonable adjustments and monitoring will be handled in accordance with the EU General Data Protection Regulation (Regulation (EU) 2016/679), Ley Orgánica 3/2018, de 5 de diciembre, de Protección de Datos Personales y garantía de los derechos digitales, and the school's Data Protection and Privacy arrangements. The policy is also informed by relevant European human-rights principles and the United Nations Convention on the Rights of the Child (UNCRC). Legal references will be reviewed when legislation or regulatory guidance changes.

Policy Control

Policy Title	Diversity, Equality and Inclusion Policy 2026/2027
Policy Owner	Head Teacher
Responsible Officers	Senior Leadership Team
Applies to	Whole school community, including visitors and contractors, on and off school premises and in online activity connected with school life.
Approved by	Executive Director
Date Approved	30th August 2026
Review Frequency	At least annually and sooner following legal, regulatory or procedural change
Next Review Date	30th August 2027
Version	1.0