

## **Equality & Diversity Policy**

### **Race Equality**

#### ***Introduction***

Leicester Community Academy has produced this policy to meet its responsibilities under the Race Relations (Amendment) Act 2000. Leicester Community Academy is committed to promoting equal opportunities and preventing discrimination. We seek to avoid any student or staff member being restricted by stereo-typical patterns based on ability, ethnic or religious background, gender or environmental factors. We endeavour to create a secure and supportive environment in which all students and staff can thrive.

#### **Strategies and Procedures**

We will promote equality and challenge racism in a wide range of ways including:

- Developing opportunities to celebrate the richness and diversity of different cultures.
- Dealing with issues of prejudice through Personal, Social and Health Education.
- Celebrating student achievement.
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- Challenging inappropriate racist comments throughout school.
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- Report and monitor all racist incidents.
- Eliminating the use of racial stereotypes and negative images and promoting the use of positive images wherever possible.
- Applying equal opportunities to personnel appointments and professional development opportunities.

#### **School Context**

Ethnic minority students make up a significant majority of the student population at Leicester Community Academy. These students are largely of Asian or Somali heritage with most students

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originating from India, Pakistan & Somalia. A wide range of other racial groups are represented in the school population but in relatively small numbers. The school tries its best to employ teachers from the diverse ethnic minority backgrounds. The school largely serves the town of Leicester and most of the ethnic minority students live in the immediate vicinity of the school. Ethnic minority groups are well integrated into school life and racist incidents are rare.

### **Aims**

The school vision 'opening minds and sharing success' encapsulates the ethos and values reflected in this policy. The school is committed to challenge racism and discrimination within the institution itself and in the wider community. All the students will be encouraged and nurtured within a safe and secure learning environment in order to facilitate their personal achievement and social harmony. The school will celebrate and value ethnic diversity and share in the success of all its students.

### **Leadership, Management and Governance**

#### ***A. Trustee / Head Teacher***

- To ensure that the school complies with Race Relations Regulations.
- To ensure that the policy and its related procedures and strategies are implemented.

#### ***Head Teacher***

- To implement the policy and related procedures and strategies.
- To ensure staff are aware of their responsibilities and are given appropriate training and support.
- To take appropriate action in cases of racial discrimination.

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***B. Members of Staff with specific responsibility for promoting race equality.***

- To co-ordinate race equality issues, policy planning and review.
- To deal with reported incidents of racism or social harassment.

***Head Teacher's***

- To regularly monitor the composition, attendance, punctuality, behaviour and achievement of all ethnicities within the school.
- To document trends in the above and track these issues over time.
- To liaise effectively with parents and the wider community.
- To act as a mentor for targeted ethnic minority students in order to facilitate and encourage individual student progress.

***All Staff***

- Deal with racist incidents and pass information onto nominated member of SLT.
- Identify and challenge racial bias and stereotyping.
- Consistently promote racial equality and good race relations.

***C. Visitors and contractors***

- Be aware of, and comply, with the school's race equality policy

***Progress, Attainment and Assessment***

- To monitor attainment and progress of students by racial group, and to set targets for future achievement.

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- Publish the results of monitoring and assessment to raise awareness of race equality issues.
- Recognise the value of all forms of achievement and celebrate attainment and progress of all ethnicities.

### ***Behaviour, Discipline and Exclusions***

- Monitor procedures for disciplining students and exclusions race to highlight any potential inequality between racial groups.
- Monitor rewards system to ensure equal access to students from all racial backgrounds.

### ***Student's Personal Development and Student Support***

- Pastoral support must take account of religious and ethnic differences.
- Work experience opportunities should be monitored by racial group.
- Careers education should encourage all ethnicities to consider a wide range of career opportunities.
- Victims of racism and racial harassment should be given adequate support, using external agencies where appropriate.

### ***Teaching and Learning***

- A learning environment should be created where all students can contribute fully and feel valued.
- Teaching should take account of students' cultural backgrounds, linguistic needs and different learning styles.
- Students should be taught about different cultural traditions and how these traditions have connections to their own lives.

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- Teachers should challenge stereotypes and build student awareness so that they can detect bias and challenge racial discrimination.

### ***Admissions and Attendance***

- Admissions policy must ensure that access is open to all racial groups and monitored appropriately.
- All racial groups should be monitored for attendance and punctuality and data compared with the whole school population.

### ***Curriculum***

- The curriculum should incorporate principles of racial equality and promote positive attitudes towards diversity.
- Students should be given the opportunity to explore concepts and issues related to identity, racial equality and racism.
- The School should monitor and evaluate its effectiveness in providing an appropriate curriculum for all racial groups.
- The curriculum should include opportunities for a personal encounter with other cultures outside those of everyday school life.
- Extra-curricular and Extended Schools Provision should recognise the needs, interests and capabilities of all students and take account of parental concerns related to religion and culture.

### ***Staff Recruitment and Professional Development***

- Posts, including those for non-teaching staff, should be widely advertised and open to all applicants.
- Staff involved in recruitment and selection should be effectively trained and made aware of what they should do to avoid unconscious racial discrimination.

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- Applications for employment, training and promotion, along with details of staff in post, should be monitored by racial group.

### ***Partnerships with Parents and Communities***

- The school should encourage the involvement and participation of all parents in the school.
- Premises and facilities should be fully accessible to, and used by any group from the various ethnic communities.

### ***Policy Planning and Development***

This policy is designed to offer a consistent and holistic approach to policies and procedures related to race equality issues. It takes into consideration the duty placed upon schools in the Race Relations (Amendment) Act 2000 to promote race equality, promote good race relations and eliminate unlawful racial discrimination. Its overarching nature has major implications for the continuing cycle of policy review and development within the school. As other policy areas develop the issues and procedures documented here must be taken into full account.

This policy has taken great consideration of the school's and individual teachers' responsibilities and duties within the Shariah requirements of race equality issues, in line with the teaching of the Qur'an and the Sunnah of the Prophet Muhammad SAW.

## **Disability Equality**

### ***Introduction***

Leicester Community Academy has produced this scheme to meet its responsibilities under the Disability Discrimination Act 2005 and is fully committed to the inclusion of students, staff and community members with disabilities. We will do our utmost to ensure that all receive a fair education and fair treatment in the workplace.

The Disability Discrimination Act 2005 and the Special Educational Needs and Disability Act 2001 ensures that disabled people have a right to be protected from less favourable treatment and gain reasonable adjustments.

### ***Definition of disability***

A disabled person (student or adult) is someone who has a physical or mental impairment, which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities;

- A physical or mental impairment includes sensory impairments.
- Impairment relates to mental functioning, including learning disabilities and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.
- Substantial means more than minor or trivial.
- Long term means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life.
- Normal day to day activities cover the following categories: mobility; manual dexterity; physical coordination; continence; ability to lift, carry or otherwise move everyday objects; speech, hearing or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger.

Some people are automatically deemed to have a disability covered by the Act, those with HIV, some cancers, MS, and severe disfigurement before they experience the long term and substantial adverse impact in their activities.

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**Leicester Community Academy has been working towards compliance with the DDA in numerous ways:**

- Students are invited to disclose any physical disabilities, medical conditions or learning needs at the interview and enrolment and at any time during their placement. Those students indicating a need will be given an interview with an appropriate member of staff, where their particular requirements can be discussed. If appropriate, the interview will include an inspection of the building, during which classroom facilities and the logistics of movement are considered.
- We will provide a range of services to enable students with disabilities to identify and meet their needs, including additional support for dyslexia and autistic spectrum disorders, as required.
- We will put adjustments in place in advance by undertaking additional needs assessment, when informed.
- We are prepared to modify the curriculum delivery by adjusting timetable for those with ME or physical or mental problems which make it difficult for them to complete a full day or week.
- When appropriate the school will buy in specialist services.
- Resources will be adapted in teaching areas, as required.

Our commitment is for continuous improvement on disability and to provide the same high quality service to all our students. We recognise there may be students who do not wish to disclose their disability and we respect their confidentiality. We aim to increase the number of people who disclose by providing appropriate information.

We do not currently employ members of staff who have declared disabilities.

This Disability Equality Scheme has been written in consultation with legislation and specialist staff in the LA. We have attempted to use clear and jargon free terminology.

The consultation led by the Head Teacher has involved:

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**Leicester Community Academy methods for gathering feedback from students and staff with disabilities is:**

- Regular student and staff meetings
- Staff feedback to Head Teacher.

***Action Plan***

The Statutory Codes of practice identify six general duties.

- Promote equality of opportunity between disabled persons and other persons.
- Eliminate discrimination that is unlawful under the act.
- Eliminate harassment of disabled persons that is related to their disabilities.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disabled persons in public life.
- Take steps to take account of disabled persons' disabilities, even when that involves treating disabled persons more favourably than other persons.

Leicester Community Academy is committed to promoting equal opportunities at all levels and in all its actions

The School Equality and Diversity policy makes it very clear that we will not tolerate harassment of any kind and action will be taken against persistent offenders.

Students or staff wishing to make a complaint should follow the appropriate published guidelines.

The School disciplinary procedures may be implemented as appropriate to address incidents of discriminatory behaviour or harassment regarding disability.

Every effort is made to meet the needs of all learners and we take positive action to promote positive images of learners with disabilities.

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We welcome the inclusion of learners with disabilities in all social and sporting activities and have an open door to hearing about how we can improve our services for them.

Our philosophy is to treat people equally and respect their differences. This means that we will listen to the needs of all learners, but we are eager to hear particularly from learners with disabilities as they are likely to experience more disadvantages.

### ***Key Actions:***

- To take full account of the needs of learners and staff with disabilities.
- Ascertain the priorities of learners by welcoming comment.
- Gather evidence of where problems exist by analysing information / data collected.
- Set targets for change once the information has been collated.
- Promote equal opportunities and positive images of learners with disabilities.
- Report annually on these improvements to learners, staff, and SLT.

This Action Plan will be revised every three years and a new set of actions identified in consultation with learners (with disabilities if on roll) and as a result of the impact assessment recommendations.

Leicester Community Academy will seek to make continuous improvements to School facilities to meet the needs of learners and take forward a rolling programme of work to meet the priorities identified.

### ***Monitoring***

The school Head Teacher's will be responsible for ensuring our scheme is effective and will receive regular reports to enable them to evaluate progress and highlight further activity.

## **INCLUSION (including GENDER EQUALITY)**

### ***Introduction***

All students have a right to be educated with their peer group. At Leicester Community Academy, we are fully committed to promoting inclusion of all students, whatever their age, ability, gender, race or background. We believe that the teaching and learning, achievements, attitudes and well-being of every student in the school is important.

We aim to provide equal opportunities for all groups of students, including those with diverse needs. Our main objective is to safeguard the interests of all students and to ensure they achieve their full potential. All students should have the opportunity to join with their peers in the curriculum and life of the school.

At Leicester Community Academy, we are fully committed to inclusion; however, we are aware that in exceptional circumstances, the needs of the individual student might not be met or that the inclusion of the student in mainstream education of the unit "is incompatible with the efficient education of other students." (SEN Code of Practice. DFES 2001)

### **Aims**

- To include all students in school life.
- To continue to raise staff awareness of inclusion via ongoing staff development.
- To maximise the learning potential of all students and raise attainment for all.
- To promote the personal, social, moral and cultural development of all students.
- To celebrate the progress and achievements that all members of the community make.
- To develop inclusive practices throughout our community by promoting equality of access and opportunity for all.
- To ensure that resources are matched to need.

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- To work together with all partners in the education of the student.
- To seek to continuously monitor and evaluate the success of policy and practice.

### ***Principles***

We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that students of all ability levels are well equipped to meet the challenges of education, work and life. This will be achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills.
- Providing a broad, balanced and relevant curriculum.
- Using flexible and responsive teaching and learning styles.
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society.
- Developing a close partnership with the whole community, particularly parents.

We aim to be an inclusive school and offer equality of opportunity to all groups of students within the school. These may include:

- Boys and girls, whatever their sexual orientation.
- Students from minority faiths, ethnicities, travellers, asylum seekers and refugees.
- Students who have English as an additional language.
- Students who have Special Educational Needs.
- Students who are Gifted and Talented.
- Students who are Looked After Students.
- Students who are at risk of disaffection or exclusion, young carers, sick student, student from families under stress.

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We aim to provide a differentiated curriculum that meets the needs of all students, individuals and groups by:

- Setting suitable learning challenges.
- Responding to students' diverse learning needs.
- Overcoming potential barriers to learning and assessment.

We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our students.
- Providing high quality pastoral care, support and guidance.
- Safeguarding the health, safety and welfare of students.
- Listening and responding to the concerns of students and parents.
- Taking care to balance the needs of all members of the school community.

We secure inclusive education for our students by reviewing and evaluating what is done by asking ourselves the following questions:

- Does each student achieve as much as they can?
- Are there differences in the achievements of different groups of students?
- What is in place for students who are not achieving their potential?
- Are our actions effective?
- Are all our students happy to be in school?

### ***Principles into practice***

The school is seeking to promote inclusion through the National Curriculum. The following strategies and support are available and will be used where appropriate:

- The pastoral system, School Council, peer mediation, PHSCE and Citizenship.
- The Healthy Schools Award.
- Anti-bullying procedure.
- Special Needs interventions.
- Systematic follow-up for 'late' and non-attendance.
- Referral to the Care and Attendance Services.
- Alternative curriculum.
- Connexions
- Working with external support services including: Educational Psychology Service, NHS, Care Services, Police, inter-agency groups, BAS and Young Carers.
- Training programmes for staff and staff involvement on SDP Groups to direct school policies and change.
- Extra curricula activities

### ***Roles and Responsibilities***

All staff have a responsibility to promote inclusion.

- It is important that all students are treated fairly, achieve their full potential and have an opportunity to learn effectively without interference or disruption.
- All students have a right to individual help and respect from their teachers and other staff.

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- All students should have access to all aspects of the curriculum at their level.

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Next Review: December 2018