

Leigh Academy Rainham

Equality, Diversity and Inclusion Policy

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1. Introductory statement

Leigh Academy Rainham is highly committed to encouraging equality, diversity and inclusion among our student and staff community, and eliminating any unlawful discrimination.

‘LEIGH learners’ and staff will be open-minded, respectful and tolerant of individuals from all sections of our society and in turn every individual will therefore feel like a valued community member who strives to achieve excellence. Diversity is valued as a rich resource, which supports the learning of all. And the Academy recognises every student’s right to a broad, balanced, and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

2. Definition of Inclusion

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any students, irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

3. Roles and Responsibilities

3.1 Governors

It is the responsibility of the Academy Board to:

- Ensure that staff act as role models of inclusive behaviour and practice
- Ensure that the Academy complies with its equality obligations
- Ensure that the Academy’s policies & procedures are monitored in light of this policy and the Academy’s wider equality obligations
- Be involved, together with the Principal, in dealing with serious breaches of this policy.

3.2 Principal

It is the Principal’s responsibility to:

- Ensure effective implementation of this policy and its and procedures
- Ensure that all staff are sufficiently aware and trained within equality & diversity
- Actively challenge and take appropriate action in any cases of discriminatory practice within the Academy, be it by staff, students, parents or visitors

- Have procedures in place to deal effectively with any reported incidents of discrimination, victimization or harassment
- Ensure that all visitors and contractors are aware of, and comply with this policy.

3.3 All Staff

It is the responsibility of all staff to:

- Positively role model inclusive behaviour
- Actively challenge any forms of discrimination, victimization, harassment or bullying
- Promote an inclusive curriculum, identify and challenge bias and stereotyping within the curriculum and in the Academy's culture
- Commit to broadening their knowledge, confidence and inclusive behaviour by attending relevant training and accessing information from appropriate sources.

The Legal Framework

Discrimination can take the following forms. including:

Direct Discrimination - This occurs where a person is treated less favourably than others because of their (or a family member's) actual or perceived protected characteristic.

Indirect Discrimination - This occurs by applying a provision, criterion or practice, which disadvantages people on the grounds of a protected characteristic and which cannot be justified as a proportionate means of achieving a legitimate aim.

Victimisation - This occurs where an individual has exercised their rights under equality legislation (or has indicated that they intend to do so) and is treated less favourably as a direct result. It applies equally to a person who is supporting (or indicates that they intend to support) another person who is exercising their rights under the legislation.

Harassment – This is defined as unwanted conduct related to a relevant protected characteristic which has the purpose OR effect of violating an individual's dignity or creating a hostile, humiliating or offensive environment for that individual.

Disability Discrimination - This includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability

Aims and Objectives

It is the Academy's aim to create a working environment for students and staff free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all staff are recognised and valued.

The aims of this policy and the Academy's ethos as a whole are to:

- Eliminate unlawful discrimination on the grounds of any of the protected characteristics
- Eliminate all bullying and unlawful discrimination on the basis that an individual has a learning difficulty or special educational need, or because English is an additional language
- Promote equality of opportunity for all members of the Academy community
- Comply with the Academy's equality obligations contained in the Equality Act 2010
- Provide a secure environment in which all our children can thrive and achieve all of the outcomes of Every Child Matters and Keeping children safe in education
- Provide a learning environment where all individuals through the [Equal Opportunities Policy](#) and other Academy policies such as [RSE](#), and the [SEND](#), feel valued and feel they have a sense of belonging
- Prepare students for life in a diverse and inclusive society in which everyone can take their place in the local, regional, national and international community
- Include and value the contribution of all families to our understanding of equality and diversity
- Provide and promote positive information about the diversity of UK society
- Actively challenge discrimination and ensure that all members of the Academy community learn from these experiences
- Embed inclusion through all our activities

To achieve these aims we will:

- Involve, where reasonably practicable, all members of the Academy community in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures
- Publish and share Academy policies to the whole Academy community
- Collect and analyse data (such as admissions data and examination results) to monitor any potential disadvantage amongst the student body(d) Help to overcome any potential barriers to learning by providing for students' diverse needs and learning styles including any learning support needs and/or disabilities a student may have
- Ensure the wider Academy curriculum promotes and celebrates equality and diversity
- Operate a clear zero tolerance policy towards abusive or discriminatory behaviour
- Work in partnership with families and the wider community to establish, promote and disseminate inclusive practice and help tackle discrimination

Admissions

The Academy treats every application for admission in a fair and equal way in accordance with this policy and the Academy's Admissions Policy. The Academy accepts applications from, and admits, students irrespective of any protected characteristic.

Parents must inform the Academy when completing the registration form of any special circumstances affecting their child (such as learning support needs) which may affect the child's ability to fully participate in the education provided by the Academy. The Academy will not offer a place to a child if, after reasonable adjustments have been considered, the Academy cannot adequately cater for and/or meet their needs.

Educational Services

The Academy affords all students access to educational provision including all benefits, services and facilities irrespective of any protected characteristic subject to the Academy's obligations under the Equality Act 2010 and considerations of safety and welfare.

The Academy will not discriminate against a student on the grounds of any protected characteristic by excluding them or subjecting them to any other detriment.

The Academy will seek to educate students in a multicultural, anti-racist environment using the curriculum, assemblies, SMSC & PSHE programme and external speakers to promote understanding and appreciation of other faiths, races and cultures.

The Academy recognises that discrimination may be, for example, direct, indirect or arising from disability whether or not it was intentional. Harassment and bullying in all its forms is unacceptable and will be dealt with in accordance with the Academy's [Behaviour Policy](#) and [Anti Bullying Policy](#)

The Academy will:

- Treat all members of the Academy community with respect and dignity and seek to provide a positive working and learning environment free from discrimination
- Endeavour to meet the needs of all children and ensure that there is no unlawful discrimination on the grounds of any of the protected characteristics listed above
- Ensure those students with a statement of special educational needs (or Education Health and Care Plan) receive necessary educational and welfare support as per our [SEND Policy](#)
- Ensure that students with English as additional language receive additional support, such as extra English tuition, where required
- Monitor the admission and progress of students from different backgrounds
- Challenge inappropriate discriminatory behaviour by students, staff and parents
- Offer all students access to all areas of the curriculum, including being able to participate in a full range of extra-curricular activities

- Ensure that all staff are aware of their responsibilities promote equality of opportunity and are given appropriate training and support
- Work with parents and external agencies where appropriate to combat and prevent discrimination in Academy
- Ensure that it reviews, monitors and evaluates the effectiveness of inclusive practices.

Reasonable Adjustments

As per the SEND policy the Academy has an ongoing duty to make reasonable adjustments for students with a disability, learning difficulty or other identified need to ensure they do not suffer a substantial disadvantage in comparison to their peers. The Academy will inform and consult with parents about what reasonable adjustments, if any, the Academy is able to make.

The Academy is not legally required to make alterations to the Academy's physical environment as part of the reasonable adjustments duty. However, the Academy monitors and reviews the physical environment to consider what reasonable and proportionate steps can be taken to alleviate any substantial disadvantage caused to disabled students as per the Academy's Accessibility Plan.

The Academy has a duty to make reasonable adjustments (case by case considerations) for staff or students who request to be known as gender neutral, gender fluid, are undergoing gender reassignment or are transgender.

Inclusion in the IB

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. (Learning diversity and the IB Programmes: Special educational needs within the International Baccalaureate programmes, 2010:3)

As an IB Middle Years Programme and IBCP school we recognise and respect that our students come from a variety of backgrounds, cultures and levels of life experiences. The diversity of student backgrounds contributes to our school community and inspires teachers and students to be caring and open minded. We recognise that our students come from a variety of backgrounds and will exhibit a range of learning profiles supported by the IB's approaches to teaching and learning. Varied teaching strategies are utilised to differentiate so that all students have equal access to the curriculum.

The following practices require us to demonstrate our support for a diversity of learning. A9

The school supports access for students to the IB programme(s) and philosophy.

The MYP is the only curriculum offered in years 7, 8 and 9. The principles of the IB are delivered throughout all year groups in various formats. Post 16 have the option of studying the IB Career Related Programme.

B1:5 The school develops and implements policies and procedures that support the programmes.

This is evident via staff training and development where the policies and procedures are made transparent and explicit to all.

B2:8 The school provides support for its students with learning and/or special educational needs and support for their teachers.

An example of this can be seen via the Quality First Teaching strategy that the school follows. Numerous interventions are available if required, as well as teaching assistant support where needed. The needs of our students are communicated regularly to staff via various methods. Regular training and development and the sharing of resources are part of the SEND ethos and daily practice.

C1:6 Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

An example of this can be seen during inset days, where teaching staff work closely with the SEND team to ensure that lessons are inclusive to all and that strategies for differentiation are utilised effectively.

C3:10 Teaching and learning differentiates instruction to meet students' learning needs and styles.

An example of this can be seen in lesson planning and regular lesson observations. This in turn enables our students to progress and experience a positive learning environment.

Concerns and Complaints

The Academy will seek to provide a supportive environment for those who make claims of discrimination and/or harassment. Any student who believes that they have been discriminated against or have been subject to discriminatory conduct should talk to their Head of College or another member of the Senior Leadership Team.

Any student who harasses another student on the grounds of any protected characteristic will be subject to the Academy's consequence measures in accordance with the Academy's Anti Bullying and Behaviour Policies.

If parents feel this policy has been breached they should raise their concern or complaint through the Academy's Complaints Policy which is available on the Academy website or can be available upon request.

Monitoring and Review

This policy is monitored on an ongoing basis to evaluate its effectiveness and ensure appropriate steps can be taken to eliminate unlawful discrimination.

This policy is usually reviewed on an annual basis to ensure the aims of the policy are carried out in accordance with the Academy's equality obligations.