

Equal Opportunity & Anti-Discrimination Policy

Policy

- Read Academy is committed to providing equality of opportunity for all children and families.
- Read Academy believe that no child, individual or family shall be excluded from an activity on the ground of age, gender, class, family status, disability, colour, ethnic origin, culture religion or belief.
- Read Academy aims to ensure that all who wish to work in the school or volunteer to help have an equal opportunity as long as the cultural norms can be satisfied.

Equal Opportunities in Admissions

- Read Academy is open to every family in the community. Every attempt is made to accommodate children in the catchment area of Seven kings.

Equal Opportunities in Employment

- Read Academy shall fill employment opportunities with the best person who fits the essential criteria as decided by the management committee.

Equal Opportunities in Admission Fees Payment

- Read Academy recognises the diverse nature of families in the community. As such; flexible and individual fee payment system are agreed with individual families taking into consideration their means.

Equal Opportunities in the Curriculum

- Read Academy shall respect and recognise all children's individuality and shall develop their potential to the maximum.

- Read Academy shall plan activities and play that offer children opportunities to develop in a prejudice free environment.
- Read Academy shall give children the opportunities to explore, acknowledge and value similarities and differences between themselves and other children.

Equal Opportunity in Resources

- Read Academy shall ensure that resources chosen reflect a balanced view of the world and the rich diversity of the society we live in.
- Read Academy shall select material to ensure that all children develop self-respect for others by avoiding stereotyping and offensive pictures or messages about any group or people.
- Read Academy shall ensure there are no latent messages transmitted to children contradicting the above.

Equal Opportunities in Special Needs

- Read Academy recognises the wide range of special needs of children and families in the community and will consider what part it will play in meeting those needs.
- Read Academy shall take into account special needs when planning for people with disabilities.

Equal Opportunities in Discriminatory Behaviour/Remarks.

- Read Academy will not accept any such behaviour from pupil and staff in any circumstances.
- Read Academy shall enact formal disciplinary procedures on staff using such behaviour.
- Read Academy shall enact intensive one to one counselling with pupils displaying such behaviour. This will be aimed at helping them to understand and overcome their prejudices.

Equal Opportunities in Language

- Read Academy shall ensure that all written and verbal communication is fully understood by all parents and children.
- Read Academy shall ensure that all staff can communicate in the community languages to give parents and children equal access.

Equal Opportunities in Food and Other Cultural Requirements

- Read Academy shall ensure that all staff are able to meet the medical, cultural and dietary needs of all the children at the school.

Equal Opportunities in Meetings

- Read Academy shall ensure that the timings, place, and manner of meetings are such that it does not prejudice any section of the community.

Read Academy supports and promotes Equal Opportunity policy:

- ✓ To meet all students' needs to realise their full potential and raise educational standards.
- ✓ To prepare pupils to be full citizens in today's multi-ethnic society.
- ✓ To promote race equality and harmony in the school and in the local community.
- ✓ To improve staff moral performance and help them reach their full potential.
- ✓ To encourage all parents and local community at large to take part in promoting the Read Academy environment.

For more details please view the booklets published by the Commission for Race Equality:

- ❖ [A Guide for Schools.](#)
- ❖ [Code of practice on the duty to promote race equality.](#)

This policy statement needs to be read in conjunction with the following school practice guidelines and documentation:

- Anti racism policy.
- Anti-bullying policy.
- Complaints and Representations Policy.

We believe that within our school there should not be inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation or academic or sporting ability.

The Equal Opportunity Policy of the school expresses our commitment to equality and sets the standards that we aim to achieve in this important area of our work.

We believe that a policy for equality is not about:

- Being reactive.
- Taking the "high moral ground".
- Being emotional.
- Exclusivity.

We believe our policy for equality is about:

- Managing change.
- Building on good practice.
- Developing trust.
- Raising awareness.
- Empowering everyone.

- Defining expectations.
- Ensuring clarity of principles and procedures.

In contemporary society, promoting the right approach to equal opportunities is very much part of the residential and educational task of the school.

Many equality issues will come out in general discussion with children and the staff team. This may occur after watching a TV programme or in debate during a staff meeting.

The main task of staff however, will be as role models. Members of staff will understand that the way they react to events , their casual comments and jokes will be seen as part of the role model that children and young people build on.

Our commitments to equality are:

- Building fairness into all that we do.
- Eliminating all forms of inappropriate discrimination which is in our power as a school to carry out.
- Listening, responding and working together with our students, their families, the staff team and outside agencies.
- Given the level of resources available to our school, we will provide services that are available to everyone who meets our eligibility criteria.
- Continually improving all that we do based on equality.
- Developing environments where everyone within the school community is valued and respected.
- Providing equality of opportunity in our employment practices.
- Providing learning and development opportunities for all of our staff to enable the school to fulfil our commitment to equality.
- Working with other agencies to ensure our commitments to equality are delivered.

- Taking any complaints about the work of any department of the school seriously.

What does the School mean by equality?

In our work with the pupils and in our employment practices equality of opportunity means:

- Providing fairness and equality of opportunity.
- Recognising that everyone is different and that these differences must be equally respected.
- Challenging discrimination so that we demonstrate our commitments to equality and do not exclude people or make them feel isolated.

We are fully committed to tackling all forms of unlawful or unfair discrimination including those on the grounds of age, asylum or refugee status, caring responsibilities, class, colour, disability (including physical, sensory impairment, mental health problems or learning disability), ethnic or national origin, gender reassignment, HIV status, language, marital status, nationality, part time working, race, religion, sex, sexuality or trade union membership.

What are unacceptable practices?

Discrimination is unacceptable and at Read Academy we believe it happens when someone is treated worse ("less favourably" in legal terms) than someone else in the same situation.

A pupil or member of staff may suffer discrimination for a number of reasons. It may be rooted in:

- Race
- Sex
- Disability
- Sexual orientation
- Religious beliefs
- Ability or otherwise in academic and sporting activities

At Leicester Community Islamic School we do not accept discrimination on the grounds given above.

At Leicester Community Islamic School we acknowledge that discrimination can be direct, indirect, intentional, unintentional or

institutional. Whatever type and cause of discrimination is taking place, it is unlawful.

Direct discrimination is where an individual or group receives less favourable treatment with some unjustifiable reason because of sex, race or disability, for example.

Indirect discrimination is applying unjustifiable requirements and conditions that have a disproportionate impact on an individual or particular group.

Institutional discrimination is where there is a collective failure of an organisation or individual school to provide an appropriate and professional service to people because of their background or experience. It can be seen in our attitudes, behaviours and procedures that amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and stereotyping that disadvantages people.

What does tackling discrimination mean for everyone at the school?

We can all make a contribution towards making our equality policy a reality and making it real for individual pupils and staff.

Overcoming our own prejudices and assumptions about others is a major step towards embracing equality within our school. Assumptions are often based on appearances and are a part of how we, as individuals, view others.

Recognising that assumptions are not necessarily an accurate assessment of a person or situation, will allow individuals to make decisions based on equality. We can then avoid the costly effect assumptions may have on others.

Everyone within the school will need to rethink what we do and how we behave to achieve equality, which is not about treating everyone the same, but recognising and respecting differences and treating each other with fairness and dignity.

How will we implement the schools equal opportunity policy?

Policy and Planning – We hope that all our policies and practices will put into action our EOP. We will raise awareness and plan to make a difference in the outcomes for our students.

Service delivery and boarders care – The whole purpose of our EOP is to improve the service we provide for the students, their parents and carers and others who after all purchase a service from the school.

Community Development – We want to encourage community participation in the work of the school. This can be a challenge given that the students come to the school from a variety of communities. However the way in which we use the community as a means of teaching life and social skills is a practical example of our EOP in practice.

Employment – Our workforce is built on open and fair employment practices. Everyone who works at the school is valued and their contributions are welcomed.

Staff can also access materials published by OFSTED on racial equality at www.ofsted.gov.uk or by phoning 020 7421 6744.

Treating everyone equally does not mean treating everyone the same.

Monitoring & Review

It is the responsibility of the Head Teacher to ensure the implementation of this policy and to review it every two years.