



Policy Name	Equality & Diversity (Campus)
Policy Number	LFTSFQ/0014
Date of Issue	18 January 2021
Reviewed by	Mr M Rowe
Date of next review	18 January 2022

(1) Introduction

Safeguarding children is defined in [Working together to safeguard children](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

All staff are required to read the following document:

- [Keeping Children Safe in Education - Statutory Guidance for Schools and Colleges](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

(2) Equality & Diversity Statement

Landau Forte Campus Tamworth Sixth Form/QEMS is committed to the principle of equality for all. The Campus's aims encompass a determination to ensure that all members of the Campus (students, staff members, parents/carers and all other stakeholders) have an equal opportunity to maximize their potential, are valued equally and are treated with respect. It seeks to ensure that, in respect of both employment and education, all are provided in an environment in which diversity is valued and where no discrimination occurs (for reasons of gender, age, sexual orientation and all major forms of discrimination).

This commitment to equality and diversity underpins and influences all areas of Campus activity. The Campus is opposed to discrimination of any form and is committed to the protection of its members from such unlawful activity.

Landau Forte Campus Tamworth Sixth Form/QEMS is committed to:

- promoting equality of opportunity for current and prospective students and staff in a planned and proactive manner
- ensuring that there are no barriers at all to access, achievement and progress – where barriers exist/emerge, the Campus will seek to do everything in its power and authority to remove them
- respecting and valuing the diversity of all who work and study at the Campus
- Endeavoring to meet the needs of individuals and helping them to maximize their potential, whatever their circumstances and contexts
- Providing an environment of equal opportunity and freedom from discrimination
- Providing an open, supportive working and learning experience of the highest standard.
- Responding to the needs of the regional, national and international community
- Celebrating diversity in all its forms – cultural, religious, race, sexuality, amongst others
- Raising awareness and recognition of the nature and effects of prejudice, stereotyping and socio-economic disadvantage across the Campus
- Adhering to the Equality Act 2010
(http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf)

The Campus will seek to:

- Eliminate unlawful discrimination by incorporating equality duties into its policies and practices at all levels and fostering an ethos of respect and tolerance in all its members.
- Review all of its policies to ensure that they are compliant with the statements of intent from this, the 'Equality & Diversity Policy'

- Advance equality of opportunity by enabling all members (students, staff members, parents/carers and other stakeholders) to access services of the highest standard, regularly maintaining and checking that no groups are disadvantaged.
- Foster good relations by celebrating diversity, acting to resolve issues including discrimination and promoting the values of diversity and equality in all members.

(3) Equality & Diversity Statement

The Co-ordinator of Equality Opportunities and the Board of Governors will be responsible for making recommendations to the Principal for establishing procedures that will allow the above objectives to be met and for oversight of monitoring, evaluating and reviewing the provision for equal opportunities throughout the Campus. All Campus members will share some responsibility for ensuring that there are equal opportunities throughout the Campus. Staff training and development opportunities will be made available as appropriate.

The following chart provides a brief summary of the types of discrimination that are protected by law:

Prohibited conduct	Description
Direct discrimination	Where someone is treated less favourably than another person because of a particular 'protected' characteristic
Associative discrimination	Direct discrimination against someone because they associate with another person who has a particular 'protected' characteristic
Discrimination by perception	Direct discrimination against someone because the other think they possess a particular 'protected' characteristic
Indirect discrimination	Can occur when an organization has a rule or policy that applies to everyone, but disadvantages people with a particular 'protected' characteristic
Discrimination arising from disability	Someone with a disability is treated unfavourably because of something arising in consequence of their disability <i>Note – this is not unlawful if the organization does not know, and could not reasonably be expected to know, that the person has the disability</i>
Harassment	Unwanted conduct related to a relevant 'protected' characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual <i>Note – the conduct does not have to be repeated, directed at them or aimed at upsetting them</i>
Harassment by a third party	Employers are potentially liable for harassment of their staff by people they do not employ
Victimisation	Someone is treated unfairly because they have made or intend to make a complaint about discrimination or harassment or they have supported someone making a complaint about discrimination or harassment

Equal opportunities relate to all aspects of provision across the Campus.

(4) Fair recruitment and selection of staff

The Principal is responsible for ensuring that staff are recruited fairly. Those involved in recruitment have undertaken Safer Recruitment training.

(5) Course entry requirements are fair and inclusive

Whilst courses are advertised with specific requirements, all students will be considered on a case-by-case basis, to ensure that they are not discriminated against. IAG will be given to students.

(6) Learners or staff with disabilities have the same access to work and learning as non-disabled learners and staff

Learners are invited to discuss this with the Medical Officer (and include on their application form). Staff are invited to discuss this with the Principal.(see Accessibility Policy).

(7) Training, development and promotion opportunities are open to all staff

The Vice Principals are responsible for ensuring that all staff can apply for training and development. The Principal is responsible for ensuring that the promotion opportunities are open to all staff.

(8) A sensitive response to the religious needs of staff and learners

A multi-faith prayer room is available for all staff and learners to book through reception. If learners and staff would like any other religious consideration, they are invited to discuss with the Vice Principal (students) or the Principal (staff).

(9) Concerns, complaints and grievances can be expressed and addressed without fear or reprisal

The Executive Principal and the Principal operate an 'open door policy' and all concerns, complaints and grievances are encouraged to be shared as early as possible via verbal or technological means of communication.

(10) New and existing policies and procedures

New and existing Policies and Procedures undergo rigorous equality analysis to determine whether there are unintended consequences for some groups and whether the policy are fully effective for all target groups.

This is done through the Senior Leadership Team, and the Administration Manager.

(11) Equality and diversity promotion and reinforcement

The Campus will promote and reinforce equality and diversity within the Sixth Form/QEMS as:

- Curriculum planning will take account of the gender, transgender, ethnicity, family circumstances, social class, sexual orientation, disability, religion or belief, age, language and all individual academic needs of all learners.
- Assessment methods will be checked for bias and action taken to remove any bias that is identified e.g. if a student uses a laptop for external examinations, they should also use this for internal assessments
- All learners' sense of belonging will be strengthened through the pastoral programme, and taught lessons and a culture of listening, and all learners will be encouraged to value and respect each other, demonstrating British Value in all that they do.
- All subjects will have a student guide. This will make reference to equality and diversity of opportunity within the subject, and equality and diversity topics covered within the curriculum.

- Teachers will be instructed to highlight areas of equality and diversity. This will be monitored by SLT.
- Lesson observations will have an equality and diversity focus within them, where teaching staff will have the opportunity to receive feedback about their promotion of equality and diversity.
- Equality and diversity will be promoted within the pastoral programme and events will be celebrated and promoted, such as: World Aids Day in December; Black History Month in October and religiously significant dates.
- Gatherings will have a periodic equality and diversity focus and cover topics such as freedom of speech, tolerance of religion and all types of relationship. This will be linked to the promotion of British Values.
- Students will have the opportunity to express their desires for equality and diversity via e-mail (diversity@lfatsf.org.uk) or in person.
- A multi-faith prayer room will be available for students to use which can be booked via Reception
- A regular series of visits to other locations and by visiting speakers to the Campus will give students the opportunity to experience a variety of cultures, faiths and ages.

(12) Effective learner support

This is important to the success of all learners. Learner support will impact on retention, achievement and recruitment.

On induction:

- Students will be encouraged to complete a diversity monitoring form. It will be explained that the information is optional to give, will be kept confidential and is used to make sure that the organization is addressing the needs of all learners. Information gathered will be used in an E & D yearly monitoring report.
- Each September, the previous school of all Yr12 students will be contacted by the Designated Safeguarding Lead, asking for details of any information that would be helpful (including safeguarding and SEN). This will help us to identify 'at risk' learners.
- Students are encouraged to identify any additional needs, both in interviews before they join and in September, through their personal and subjects tutors. Students can ask for additional support at any time in the year in person, via email or through the Student Support Team.

On course:

- Students will be encouraged to access optional support provided e.g. the process for asking for one-to-one meetings, or revision sessions advertised.
- Progress is monitored closely by disability, gender, age (where relevant) and racial group and financial context (FSM/bursary).
- Identifying, monitoring and tracking 'at-risk' learners – the Vice Principals assign each 'at-risk' learner a staff mentor
- Maintaining strong communication networks with staff, parents/carers and external organisations to improve pastoral provision
- Providing advance information to learners about assessment dates and requirements
- Making reasonable adjustments when assessing individuals with learning difficulties and/or disabilities
- Offering structured learner support provision, coordinated by the Student Support Manager, Medical Officer and IAG Co-ordinator and subject tutors.
- Encouraging learners to assess the effectiveness of their learner support provision (coordinated by the Student Support Manager, Medical Officer and IAG Co-ordinator)
- Making reasonable adjustments when assessing individuals with learning difficulties and/or disabilities (coordinated by the Student Support Manager and Medical Officer).

(13) Investigating a complaint

If harassment or bullying is reported, a clear consistent response is essential. The Vice Principals will investigate this (unless the claim is about them, in which case the Principal will investigate). If the complaint relates to the Principal, the complainant must contact the Chief Executive of the Trust, Executive Principal or the Chair of Governors.

When carrying out the investigation, the lead will:

- Talk with the learner who is complaining. Reassure them that they took appropriate action in reporting the incident or general situation to you.
- Assure them that you will do your best to ensure he or she is safe from retaliation, but you need to know immediately about any such behaviour or ongoing harassment or bullying the victim experiences.
- Ask the learner to tell you the whole story in his or her own words. Listen and take notes. Write down relevant facts such as dates, times, situations, witnesses and anything else that seems relevant.
- Tell the learner or member of staff accused that a complaint has been made and that acts of retaliation will not be tolerated. Ask the person to be patient while you conduct a thorough investigation of the complaint.
- Assure the person accused that a fair and just investigation will be conducted on their behalf as well as that of the accuser.
- Interview any potential witnesses in the same manner. Ask open-ended questions and seek facts that support or disprove the learner's allegations.
- Interview the person who is accused of harassment or bullying. Apply the same listening and respectful approach as the person who made the complaint and the other witnesses.
- Take all the information you received and attempt to reach a decision. Make the best decision that you can with the information you have. Consult with other colleagues to do the right thing.
- Make decisions about whether harassment or bullying occurred. Apply the appropriate disciplinary procedure to the appropriate people, based on your findings.
- Recognise that you are not perfect; no situation can be perfectly investigated. Even when harassment or bullying may have occurred, there may be no facts or witnesses that corroborate a complainant's statement

(14) Responding to harassment and bullying

The goal of any intervention should be to:

- make the victim safe
- stop the bullying or harassment and change the perpetrator's behaviour
- make clear to every learner and member of staff that bullying and harassment is unacceptable

If prejudice is exhibited within a group, this should be addressed with all the students, as well as with the person/people doing the bullying or harassment. We will educate students in order to promote non-discriminatory behavior.

Work with the person doing the harassing or bullying to help them understand their behaviour and its effects on others. The overall goal is to ensure the harassment or bullying stops and the person's behaviour changes:

- Make it clear that it is the behaviour that is the issue, not the person.
- Help them to find other ways to manage their emotions.
- Help them to empathise with the feelings of the victim, and challenge any prejudice

- Avoid granting the harasser 'hero' status or marginalising them so that you have no influence.

People who harass and bully often appear to comply but may still harass or bully someone else, or harass or bully more secretly so that they do not get caught. Strong controls, strictly enforced, may stop the behavior, but it is unclear whether the person's behaviour and prejudices have really changed.

We must:

- Monitor the situation.
- Record any further incidents and the action taken.
- Report back to the victim.
- Follow up, discreetly, with the victim to make certain the harassment or bullying has actually stopped, and that they feel safe.
- Use an incident as a learning opportunity for everyone.
- Pass any concerns about a learner to other staff who may be teaching them.
- Raise awareness and empathy for people from vulnerable groups to reduce the harassment and bullying learners from these groups might experience.

(15) Equality and diversity objectives

1. Measure the impact of embedded equality and diversity on teaching, learning and assessment, as well as all outcomes.
2. Ensure that the Campus works with outside agencies to incorporate support and information for students about local issues
3. Create a modern and diverse workforce, and a modern and diverse range of students

The 'Gold Standard' for the Campus is for all members (staff, students and stakeholders) to promote equality and celebrate diversity effectively and in an exemplary fashion. All staff members, students and stakeholders feel equal and their diverse nature is a source of development and inspiration. Every person who is served by the Campus has a rich experience, free from any barriers that stand in the way of outstanding achievement.

Equality Objectives 2020/24

September 2020

Landau Forte Academy QEMS and Sixth Form's equality objectives have been selected based on two principles: addressing the national situation with regard to raising the achievement of specific groups of students who currently achieve less well than their peers nationally and fulfilling **our** mission of raising the achievement of all students.

Protected Characteristics	Success Criteria	Review Points
Reduce the gender gap in achievement at all Key Stages by increasing boys' achievement	<ul style="list-style-type: none"> • Internal and external assessment data shows that the gender gap is reducing across all year groups. • Progress and attainment measures for boys improve 	January 2021 August 2021 January 2022 August 2022 January 2023 August 2023 January 2024 August 2024
Reduce the achievement gap at all Key Stages between students with Special Educational Needs and Disabilities and those without Special Educational Needs and Disabilities.	<ul style="list-style-type: none"> • Internal and external assessment data shows that the gap between students with SEND and those without SEND is reducing across all year groups. National data will be used as a bench mark for measuring improvements. • Progress and attainment measures for students with SEND improve 	
Improve the attendance of SEN support students across all year groups	<ul style="list-style-type: none"> • Attendance data shows an increase in attendance for SEN support students. • Attendance data shows a decrease in persistent absence for SEN students 	



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Date	18 January 2021
Change Made	Various
Made By	Mr M Rowe