

Equality, Racial Equality, Diversity and Inclusion Policy

Under the Equality Act 2010, there are nine protected characteristics, these are

Age
Disability
Gender reassignment
Marriage and civil partnership
Pregnancy and maternity
Race
Religion or belief
Sex
Sexual orientation

By embracing these characteristics, Nisai allows staff and students access to all areas of the curriculum and thus enable them to broaden their horizons, to increase their choices and to raise their aspirations. Although instances of unfair discrimination occur, good equal opportunities practice should provide a constructive atmosphere, freed from the impoverishing constraints of prejudice, fear and intolerance, so that all members of staff and students within the Nisai Virtual Academy (NVA) may enjoy the full benefit of the opportunities provided and be adequately equipped for life within a multi-cultural society.

1.0 Introduction

- To enable all members of Nisai Learning to feel valued, supported and secure in the community, regardless of their race, class, gender, gender reassignment, sexual orientation, marriage and civil partnership, pregnancy and maternity, disability, accent or dialect, age, religion or belief, colour, culture, achievement level.
- To create awareness within all Nisai staff of the Equality Act 2010 and the guidance document Equality Act 2010: advice for schools. (Section 149 Public Sector Duty does not apply, as Nisai is a private company)
- To evaluate their own practice constantly, and to take appropriate action quickly and effectively.
- To provide equality of access to the curriculum for students so that they can experience success, learn to overcome setbacks, and apply a broad range of skills, knowledge and understanding.
- To enable all Nisai students to achieve their true potential academically, creatively, practically and personally, whilst retaining their personal and cultural identity.
- To develop sensitivity, understanding, respect and concern for others with different experiences and backgrounds.
- To challenge practices and attitudes and assumptions (from both inside and outside the NVA) which inhibit or undermine the full potential and development of all individuals.
- To encourage all students to consider and aspire to a broader and richer variety of life.

1.1.1 No-one at Nisai, both staff and students will receive less favourable treatment because of their age, gender, ethnic origin, colour, nationality, faith, marital or parental status, disability, sexual orientation, HIV status, political belief, social or economic class.

2.0 Aims of the policy

- 2.1 Inclusion at Nisai is about providing equality and excellence for all, in order to promote the highest possible standards of achievement. It also ensures that:
- We recognise and celebrate the differences that exist amongst us.
 - We treat all people fairly.
 - We strive to eliminate discrimination wherever it exists.
- 2.2 We aim to include and engage all students and to prepare them for full participation in a diverse society.
- 2.3 Nisai Learning will take steps to:
- Promote equality of opportunity and access.
 - Promote racial equality and good race relations.
 - Oppose all forms of prejudice and discrimination.
 - Ensure students with a disability have access to Nisai and to the curriculum.

3.0 Leadership and Management

- 3.1 The Senior Management Team (SMT) and Nisai management aim to create a clear ethos which:
- Reflects our commitment to equality for all members of the Nisai Learning community.
 - Promotes positive approaches to valuing and respecting diversity.
- 3.2 The reviewing and drafting of all policies includes current local and national guidance on equality, inclusion and racial equality. Nisai's staff contributes to the development and review of policy documents and the SMT takes steps to encourage the contributions of LA, parents/carers and students.
- 3.3 The policy and action plan are available for staff, students, parents/carers and the Nisai community.

4.0 Responsibilities

- 4.1 The Nisai Compliance Manager is responsible for updating this policy on an annual basis.
- 4.2 Everyone who works at Nisai Group has a responsibility for promoting equality and inclusion and avoiding discrimination.
- 4.3 The CEO is responsible for making sure that:
- The policy is readily available and that the SMT, staff, students and their parents/carers know about it.
 - Its procedures are followed.
 - Regular information and training is provided for staff and management.
 - Appropriate action is taken in cases of harassment and discrimination.
- 4.4 The Senior Management Team are responsible for making sure that:
- The school complies with the amended Race Relations Act 1976 and the Disability Discrimination Act (2002) and the Equality Act 2010
 - This policy and its procedures are followed.
- 4.5 A designated member of staff will be responsible for:
- Monitoring legislative changes such as those pertaining to minority ethnic and Traveller students etc.
 - Reviewing the equality and diversity policy annually and making recommendations for changes to the CEO and SMT.
 - Evaluating the success of the equality and diversity policy.
 - Recording racist incidents
 - Coordinating work on equality issues.
- 4.6 All members of Nisai Group staff are responsible for:
- Reporting any incidents and being able to recognise and tackle bias and stereotyping.
 - Promoting equality and good race relations and avoiding discrimination of any kind.
 - Keeping up to date with the law on discrimination and engaging in training and learning opportunities.
- 4.7 Visiting professionals will be provided with details of this policy.

5.0 Promoting equality and managing diversity

5.1 Staffing - employment and training

5.1.1 Nisai adheres to recruitment and selection procedures, which are fair, equal and in line with statutory duties. Nisai employment practices will reflect equality of opportunity.

5.1.2 Nisai will ensure that staff training highlights equality and diversity issues as appropriate and that equality and diversity is incorporated in the induction programme for new staff.

5.1.3 The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given support and are encouraged to share their knowledge and experience.

5.2 Curriculum

5.2.1 Nisai provides an appropriate curriculum for students of all backgrounds and abilities. We monitor and evaluate its effectiveness through target setting and attainment analysis. The curriculum builds on students' starting points and is differentiated appropriately to ensure that it is suitable for all the students.

5.2.2 Each area of the curriculum is planned and monitored to incorporate the principles of equality of opportunity and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural

development of all students. The content of the curriculum reflects and values diversity. Extra-curricular activities attempt to cater for a range of interests and capabilities.

5.3 Teaching and Learning

5.3.1 All staff ensure the classroom is an inclusive environment and one in which students feel their contributions are valued.

5.3.2 Account is taken of students' experiences and starting points, and the teaching is responsive to students' different learning styles. All students will be regularly consulted about their learning.

5.3.3 Student grouping is planned and varied to reflect the requirements and academic abilities of students.

5.3.4 Staff members challenge stereotypes and foster students' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

5.3.5 Resources and displays in Nisai reflect the experience and backgrounds of students and promote diversity.

5.4 Nisai Learning Ethos

5.4.1 Nisai Learning opposes all forms of racism, prejudice and discrimination. We actively promote good personal and community relations and recognise diversity as having a positive role to play within Nisai.

5.4.2 All staff are expected to foster a positive atmosphere of mutual respect and trust among students from all ethnic groups and range of abilities.

5.4.3 Clear procedures are in place so that all forms of bullying and harassment, including racism are dealt with promptly, firmly and consistently.

5.4.4 All forms of harassment are recorded, monitored and dealt with in line with relevant Nisai Learning policies.

5.4.5 All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters.

5.5 Behaviour

5.5.1 Procedures are in place for managing behaviour that are fair and applied equally to all.

5.5.2 Students, staff and parents/carers are made aware of policies and procedures for dealing with behaviour and bullying.

5.6 Personal Development and Pastoral Care

5.6.1 Student support and the PSHE subject that students can be enrolled on take account of religious, cultural and ethnic differences, special educational needs and disability.

5.6.2 Nisai aims to provide appropriate support for students learning English as an additional language.

5.7 Admissions

5.7.1 Nisai's admission process is fair and equitable for all students.

5.8 Attendance

5.8.1 Families/carers are made aware of their rights and responsibilities in relation to student attendance.

5.8.2 Attendance of all students is monitored, and absence is always followed up in a way that takes account of cultural issues or any special needs.

5.8.3 Nisai fully supports children with long-term medical needs.

5.8.4 Provision is made for leave of absence for religious observance for staff as well as students.

5.9 Partnership with Parents and the Community

5.9.1 Parental involvement is valued and encouraged. Nisai aims to make information accessible for all.

5.9.2 Nisai works in partnership with parents to address specific incidents and to develop positive attitudes to difference.

5.9.3 The aim of Nisai is to ensure that wherever possible disabled people should have the same opportunities as non-disabled people in their access to education and we prevent any form of discrimination on the grounds of disability.

6.0 Monitoring and Review

6.1.1 This policy is supported by an action plan which is reviewed annually. It is linked with the Nisai development plan and includes targets for promoting inclusion and equality in the school. It is also supported by an annual inspection for the Inclusion Quality Mark Excellence award and takes note of The Inclusive Britain Update Report published on 17th April 2023.

6.1.2 The SMT will take appropriate measures to ensure it meets its statutory duties. These measures are detailed in this policy and Nisai's Accessibility Plan.

6.1.3 Breaches of this policy will be dealt with as determined by the CEO and SMT.

6.1.4 There will be occasions where the treatment of disabled children is different from non-disabled students. In such cases the school will be able to demonstrate that such treatment is justified. The reason for the less favourable treatment will be both material to the circumstances of the particular case and substantial (e.g. health and safety reasons). Nisai will also demonstrate that it has taken all reasonable steps to avoid the disabled student being placed at a significant disadvantage. Careful consideration will be given to how participation can be best facilitated.

Key Responsibility for Policy	Related Policies
Chief Executive Officer (CEO) and Senior Management Team (SMT)	CM12 Student Behaviour Policy IM19 Attendance Policy

Review Date: September 2025