



# LEICESTER THERAPEUTIC SCHOOL

BUILDING FOUNDATIONS THROUGH NURTURE AND MINDSET

## Statement of Leicester Therapeutic School, Equality Objectives

<b>Policy Owner</b>	Leicester Therapeutic School
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<b>Linked Policies</b>	Equalities and Diversity Policy Safeguarding and Child Protection Policy SEND Information Report Accessibility Plan 2026 – 2029 Independent School Standards Audit School Development Plan
<b>ISS Regulatory Requirements</b>	Part 8 – Leadership & Management 34(1) 34(1)(a) 34(1)(b) 34(1)(c) 34(2) Schedule 10 of the Equality Act 2010.

## 1. Equality, Diversity, and Inclusion Objectives

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**We recognise that the public sector equality duty has three aims, to:**

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

Leicester Therapeutic School is an inclusive school where we celebrate differences, focus on the well-being and progress of every child and a place where all members of our community are valued.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality, and fostering good relationships between people. It also ensures that we continue to provide support and challenge where there is disadvantage and underachievement of different groups.

**Our approach to equality is based on the following key principles:**

- All learners are of equal value.
- We recognise, respect, and celebrate difference.
- We foster positive attitudes and relationships and a shared sense of belonging.
- We observe good equalities practice in staff recruitment, retention, and development.
- We aim to recognise and then reduce and remove inequalities and barriers.
- We have the highest aspirations and expectations of all our children.

## 2. Protected characteristics

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The Equality Act 2010 protects people from discrimination based on protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. To ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM) and the Pupil Premium
- Pupils with Special Educational Needs and/or disabilities (SEND)
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children (LAC)
- Previously Looked after children
- Pupils supported under Social Care
- Pupils of Service Families
- Pupils of parents in prison

### 3. Eliminating discrimination

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We work to eliminate discrimination by:

- Ensuring that equalities and Inclusion is a core part of our school's ethos and values.
- Our behaviour/relationships policy ensuring that all children feel safe at school.
- Reporting, responding to and monitoring of any incidents which have prejudice as their main cause e.g., homophobic, racist behaviours etc....
- Regularly monitoring the curriculum to ensure that it meets the needs of our pupils and that it promotes respect for diversity and challenges stereotyping.
- Ensuring that all pupils have opportunities for enrichment activities through 'Personal Development' and a multi-sensory curriculum in support of identified needs as set out in individual Educational Health Care Plans.
- Listening to and monitoring views and experiences of pupils, parent, staff and stakeholder questionnaire and consultation.

### 4. Our equality and inclusion objectives – February 2026 – September 2026

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At Leicester Therapeutic school we are committed to ensuring equality of education and opportunity for all pupils, staff, parents, and carers, irrespective of race, gender, disability, belief, religion, or socio-economic background.

We have considered how well we currently achieve these aims about the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

We will involve staff, pupils, parents, and stakeholders in the following ways:

- Parent questionnaires.
- Staff questionnaires.
- Pupil consultations.
- Curriculum workshops, open to all parents for key skill areas.
- Whole school assemblies, embracing a breadth of cultures.
- The school curriculum, designed to enable children to understand and respect diversity including representation through the curriculum characters.
- Positive role model attending schools and giving valuable talks and hosting workshops
- Disability awareness sessions run for pupils through the curriculum.
- Strong inclusion agenda through school improvement planning and governor monitoring.
- Developing an accessible site and adapted equipment.
- Working towards being a Rights Respecting school.
- Direct contact with parents representing pupils with protected characteristics.
- Strong Junior leadership team and pupil groups to support pupil voice.
- Parenting support workshops and advice sessions with Head Teacher.
- Multi-agency approach, working closely with SEN, SALT, Occupational Health, Communication and Interaction Team, Social Care, CAMHS and school nursing team.

- Relationships, Health, and Sex Education curriculum
- Learning about a range of faiths and other world views curriculum enhancement through projects about specific cultures/communities, drawing on pupil suggestions, own experiences.
- Fund raising (Comic and Sports Relief, Children in Need, Rainbow Centre, Anti-bullying Week etc.)
- Neurodiversity week

## **5. Monitoring Arrangements**

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Equality issues are monitored through Governors' Committees in relation to the ongoing review of all Leicester Therapeutic School's policies and their implementation.

Activities are celebrated through newsletters and the school's website.

Reference can be made to Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities – DFE Guidance, October 2012