



ASPIRE  
ACADEMY

## Equality Policy and Objectives

**Date ratified:**

**Date for review: April 2023**

## Equality policy

1. Aims
  2. Legislation and guidance
  3. Roles and responsibilities
  4. Eliminating discrimination
  5. Advancing equality of opportunity
  6. Fostering good relations
  7. Equality considerations in decision-making
  8. Equality objectives
  9. Monitoring arrangements
- Appendix

### 1. Aims

Aspire Academy aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between pupils who share a protected characteristic and pupils who do not share it
- Foster good relations across all characteristics – between pupils who share a protected characteristic and pupils who do not share it

### 2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from unlawful discrimination, harassment and victimisation
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector Equality Duty and to publish Equality Objectives at least every 4 years

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

Please also see Futura Equality Policy for staff.

### 3. Roles and responsibilities

The governing board will:

- Ensure that the objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal.
- Ensure that a designated governor is familiar with all relevant legislation and the contents of this document and that they will attend appropriate equality and diversity training and report back to the full governing board regarding any issues

The Principal will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives including:

- Promoting an inclusive and collaborative ethos in their classroom
- Appropriately dealing with any prejudice-related incidents that may occur
- Identifying and challenging bias and stereotyping in the curriculum

#### **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Therefore, the pupils with the support of the staff will:

- Understand discrimination and be expected to understand how it relates to them (appropriate to age and ability)
- Be expected to act in accordance with the policy
- Be actively encouraged to support equality and this policy

#### **5. Advancing equality of opportunity**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Using material that reflects diversity in terms of race, gender, and disability, without stereotyping and include in our teaching and learning and classroom-based approaches
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people including parents who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities) In fulfilling this aspect of the duty, the school will:
- Publish population and attainment data each academic year showing numbers and performance of pupils with different characteristics. This will be carried out in accordance with data protection and GDPR principles, this may result in suppression of data items that could be disclosed.
- If requested, make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- If relevant, publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

#### **6. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it.

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Working with parents to promote knowledge and understanding of different cultures

- develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach Please see the **APPENDIX** for further details

## **7. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy.

Any racist comments are recorded and addressed with the children involved and their parents and the LA is notified.

Any other comments relating to sex, disability or homophobia will be approached according to our bullying policy and will have a zero-tolerance approach.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip: cuts across any religious holidays, is accessible to pupils with disabilities, has equivalent facilities for boys and girls

## **8. Equality objectives for the next 4 years:**

### **Objective 1**

To ensure that teaching of the school's curriculum and resources reflect diversity and build on pupils' experience and understanding of the world.

#### **Why we have chosen this objective:**

In developing the curriculum it is important that all aspects of the delivery reflect life in Britain and build on the learners understanding of the world.

#### **To achieve this objective we plan to:**

Review all curriculum materials and ensure throughout self-evaluation activities that this is reflected in resources, schemes of work and curricula.

#### **Progress we are making towards this objective:**

### **Objective 2**

To eradicate the use of homophobic, sexist, racist and other discriminative language by students in the school

#### **Why we have chosen this objective:**

Through analysis of the behaviour incidents we have identified this as an area for development

#### **To achieve this objective we plan to:**

Monitor and intervene in all incidents of discriminative language, providing support for those affected where required.

#### **Progress we are making towards this objective:**

### **Objective 3**

To ensure that all students are given the opportunity to make a positive contribution to the life of the school.

#### **Why we have chosen this objective:**

Students need to feel they have the opportunity to engage in school life and affect change. This may be through school council, pupil voice and discussions in classes such as PSHE. All students should have access to this opportunity.

#### **To achieve this objective we plan to:**

Ensure there are opportunities for students voice at all levels through school wide student council

**Progress we are making towards this objective:**

**Objective 4**

Foster positive attitudes, relationships and a shared sense of cohesion & belonging in the school, across all areas of the school.

**Why we have chosen this objective:**

Relationships are at the heart of everything we do and the relationships between all stakeholders is essential to a cohesive education environment. Aspire has a wide range of ages and backgrounds and we aim to build cohesion across the school

**To achieve this objective we plan to:**

Hold staff wellbeing meetings and provide opportunities for staff in different areas of the school to work together.

**Progress we are making towards this objective:**

**9. Monitoring arrangements**

The Academy Governance Committee (AGC) and Principal of Aspire Academy will annually update the equality information the school publishes.

This document will be reviewed and approved by the AGC and Principal of Aspire Academy at least every 4 years.

## **Appendix:**

The following statements demonstrate ways in which we implement and foster good relations

### **Age:**

We recognise that age can bring a different dimension to the life of our school and we welcome all regardless of age to come and join in our school community.

- We look outside the school to engage with older members of the community e.g. visits to a local elderly residents home and through work experience opportunities
- Retired male and female volunteers come into school to work with, mentor and support the children

### **Race:**

We recognise that recognition and embracing different cultures can bring wonderful opportunities for the children in our school and celebrate these

- Racism is taken seriously and we practise a zero tolerance approach and follow BANES process for reporting racist incidents
- Children are taught in assemblies and circle time how to treat everybody with respect through multicultural stories, discussion and leading by example
- A cultural calendar is done annually including an Equality and Diversity focus that is planned into the school assembly rota.
- Open discussion of different races and cultures in class and assemblies and celebrating differences, including Black History Month.
- Different cultures are celebrated through themed menus at lunch time
- Monitoring is undertaken to ensure that children from all backgrounds make expected or greater progress
- Dual language books are available for use
- Staff have had training in raising awareness of the learning environment reflecting groups with protected characteristics, equality and diversity
- EAL and pupils with protected characteristics are represented and have a voice on the School Council
- Aspire holds 'culture celebration days' celebrating staff and student cultures
- An interpreter is arranged for a meeting with parents who require support with their spoken English and understanding.
- Curriculum plans include Race equality
- The school supports children for whom English is a second language

### **Religious Belief:**

- All religions are valued and respected
- Different aspects of religions are celebrated within the RE curriculum and in assemblies e.g. Diwali, Islam, Hinduism, Judaism and Christianity

### **Disability:**

#### **Definition of Disability**

Some children who have impairments such as epilepsy, ADHD, autistic spectrum disorders, or speech and language disorders, are classed as disabled.

We do not presume that the views held by the parents of a disabled child or young person are shared by that child or young person and therefore always seek to gain the views of both parent and child.

If we are aware that a parent has a disability we work with the parents to minimise the impact on the child e.g. contacting carers associations, pictorial timetables for those with language difficulties

#### **Disabled pupils**

- There is access to all areas of the school
- We will provide information and learning material in the format most accessible to the pupil. When seeking the views of disabled people, we use their preferred means of communication.

- We seek training to best support our pupils with disabilities.
- We work with outside agencies as appropriate to meet the needs of the pupils eg Speech and Language, ASD Support Service, and the Sensory Support Service.
- Trips and visits are planned to ensure that they are accessible to all members of our school community. Extra provision is made for those children who are disabled to be included.
- Extra staff or strategies are deployed to ensure children who may have a disability have positive playtimes
- Extended school activities are open to all and uptake by vulnerable groups is monitored to ensure all children have the opportunity to participate.
- Pupils with disabilities' voice is represented on the School Council
- Teach current pupils about the Paralympics and Paralympians
- Assemblies are held with regard to disabilities
- Visitors are invited to our school e.g. from BANES Council

### **Accessibility**

There are disabled toilets in all areas of the school and all areas can be accessed. There is a recently upgraded lift to ensure access to the upper floor. Accessibility was considered throughout the rebuild process including accessible sinks in the Nurture area.

### **Gender and sex:**

- All children are encouraged to take part in all activities
- Activities are not promoted as being gender specific
- Gender gaps in attainment are monitored
- Visitors to the school demonstrate equal representations of gender doing jobs that can sometimes be perceived as being gender specific e.g. female army or police Officers

### **Sexual orientation and gender reassignment:**

It is recognised that children in school may not have a 'fixed gender' identity. Therefore:

- We listen to concerns from parents with regard to how others may view their child's behaviour with regard to their gender and ensure that they are dealt with sensitively, with a positive anti discriminatory viewpoint
- Ensure that sexual orientation will be included in the curriculum in the form of explicitly discussing different types of families eg in EYFS My Family topic (Use the 2 Homes book; the Stonewall Different Families, Same Love poster. Photographs of both parents and homes are displayed if a child is from a split family)
- International Day against Homophobia, Biphobia and Transphobia (DAHOBIT) day is celebrated annually (May 17) through a whole school assembly celebrating difference and diversity, and follow-up activities in class.

### **Marriage and Civil Partnership:**

Different family structures are discussed as part of our families' topic work. Marriage and civil partnerships are protected characteristic and also apply to staff and parents/carers but is not part of the school provision related to our young pupils.

We welcome feedback regarding our approach to Equality and Diversity. If you would like to comment or have questions about this policy, please contact the school via email [enquiries@aspireacademy.org.uk](mailto:enquiries@aspireacademy.org.uk)