

The Aspire Federation

Equality and Diversity Policy



Equality Information and Objectives (public sector equality for publication. This statutory policy is in line with legislation: The Equality Act 2010 and The Equality Act 2010 (Specific Duties) Regulations 2011. See also related documents - SEND and Local Offer and Accessibility Plan.

At Aspire we are committed to the principle of equality of opportunity for all in terms of employment and our teaching and learning.

Intent

At Aspire we promote an ethos and culture where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of disability, gender re-assignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation, marriage and civil partnership. We endeavour to promote positive relationships with parents, governors and members of the wider community. (see Appendix 1)

At Aspire we promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

Our statement outlines our commitment to equality and diversity. It sets out our drive and intentions to promote equality, question and action any form of discrimination and actively promote harmonious relationships in all aspects of school life with learners, their families and staff.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Protection from Harassment Act 1997

This policy operates in conjunction with the following school policies:

- Grievance Policy
- Disciplinary Policy and Procedure
- Flexible Working Policy
- Teacher Appraisal Policy
- Support Staff Performance Management Policy

Public Sector Equality Duty (PSED)

PSED requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not.

Aims

We aim to: -

- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging
- Prepare us for life in a diverse society in which we are able to see our place in the local, regional, national and international community
- Include and value the contribution of all families to our understanding of equality and diversity
- Provide positive non-stereotyping information about different groups of people regardless of protecting characteristics under law (disability, sex, gender, race, sexual orientation, religion or belief, gender reassignment and pregnancy/maternity and age)
- Plan systematically to improve our understanding and promotion of diversity
- Actively challenge discrimination and disadvantage
- Make inclusion a thread which runs through all our activities

How we will deliver our commitment

- Involve stakeholders in the development, review, evaluation and impact assessment of all relevant improvement plans, policies and procedures
- Publish and share our policies and impact assessments with the whole community such as disadvantaged spending
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage
- Use all information to set suitable learning challenges for all, respond to learner's diverse needs and strive to overcome any potential barriers to learning
- Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity
- Have high expectations of behaviour which demonstrates respect to others
- Ensure that all reasonable adjustments are made to ensure equality of opportunity
- Repeated reported serious incidents of a racial or bullying nature or a single serious incident may lead to consideration under child protection procedures

Our commitment is supported by a legal duty to provide learning and employment opportunities fairly, without unlawful discrimination. We believe we have a strong moral and social duty to recognise any unlawful discrimination, take steps to challenge prejudice and promote equality.

Forms of discrimination

Discrimination by or against an employee is generally prohibited unless there is a specific legal exemption. Discrimination may be direct or indirect and it may occur intentionally or unintentionally.

Direct discrimination occurs where someone is treated less favourably because of one or more of the protected characteristics outlined in Appendix 1.

Indirect discrimination occurs where someone is disadvantaged by an unjustified provision, criterion or practice that also puts other people with the same protected characteristic at a particular disadvantage. For example, a requirement to work full time puts women at a particular disadvantage because they generally have

greater childcare commitments than men. Such a requirement will need to be objectively justified.

Harassment related to any of the protected characteristics is prohibited. Harassment is unwanted conduct that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

Victimisation is also prohibited. This is less favourable treatment of someone who has complained or given information about discrimination or harassment, or supported someone else's complaint.

Leadership Management and Governance

As Aspire we are committed to:

- Being proactive in promoting good relationships and equality of opportunity across all aspects of the Federation and the wider community and deal appropriately any harassment or discrimination
- Encourage and support all learners and staff to reach their potential and make a positive contribution
- Work in partnership with families, the local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and take action to deal with discrimination ensuring that our **Equality and Diversity Policy** is adhered to appropriately.

Responsibilities

The Governing Body

It is the Governing Body's responsibility to

- Ensure that the school complies with equality legislation
- Meet requirements to publish measurable equality objectives
- Ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans
- Scrutinise the recording and reporting procedures at least annually
- Monitor attendance and take appropriate action where necessary
- Have equal opportunities in staff recruitment and professional development and membership of the Governing Body
- Provide information in appropriate, accessible formats
- Be involved in dealing with serious breaches of the policy

The Head of School

It is the Head of School's responsibility to:

- Implement the policy and its strategies and procedures
- Ensure that all staff receive appropriate and relevant continuous professional development
- Actively challenge and take appropriate action in any cases of discriminatory practice
- Deal with any reported incidents of harassment or bullying in line with LA guidance

- Ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy
- Produce a report on progress for governors annually

All Staff

It is the responsibility of all staff to:

- Be vigilant in all areas of the school for any type of harassment and bullying
- Deal effectively with all incidents from overt name –calling to the more subtle forms of victimisation caused by perceived differences
- Identify and challenge bias and stereotyping within the curriculum and in the school's characteristics
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Breaches of the Policy

Any breach of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

Monitoring and Evaluation

Monitoring and Quality Assurance

- Each learner's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status or disadvantaged
- In addition, we will monitor the system to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. (EG. Lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity)
- The data collected is used to inform further school planning, target-setting and decision making.
- The impact of school policies on all aspects of access, admission, behaviour and exclusion data will be considered.

Action Planning

Any action points and strategies required as a result of evaluation will be included in the School Improvement Plan.

Supporting Policies

Anti-Bullying Policy
 Communication Policy
 CPD Policy
 Behaviour for Learning Policy
 Staff Handbook
 LA Recruitment Policy
 LA Equal Opportunities Policy
 LA procedure for reporting Racist Incidents

References

Same Sex Couples Act 2013
Marriage and Civil Partnership Scotland Act 2014
Equality and Diversity
Equal Opportunities Act 2010

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Signed Executive Headteacher:	C Taylor

Protected Characteristics

Throughout the guidance you will see references to 'protected characteristics'. This page gives you more information on each of the nine protected characteristics.

Age

Where this is referred to, it refers to the person belonging to a particular age (e.g. 32 years old) or age of ages (e.g. 18-30 year olds).

Disability

A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment

The process of transitioning from one gender to another.

Marriage and civil partnership

In England and Wales marriage is no longer restricted to a union between a man and a woman but now includes a marriage between same-sex couples. This will also be true in Scotland when the relevant legislation is brought into force.

Same-sex couples can also have their relationship legally recognised as 'civil partnerships'. Civil partners must now be treated less favourably than married couples (except where permitted by the Equality Act).

Pregnancy

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race

Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins.

Religion and belief

Religion has the meaning usually given to it but belief includes religious beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex/Gender

A man or a woman

Sexual orientation

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.