




EQUALITY OBJECTIVES & ACTION PLAN

2021 – 2025

Responsibility	Simon Stevenson
Date of last review	October 2021
Date of next review	September 2025

Signed: 
Chair of Governors

Signed: 
Head Teacher

1. INTRODUCTION

At the Aspire Academy, we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of their circumstances in life. The achievement of all pupils and staff opportunities where appropriate will be monitored on the basis of sex, marital status, race, ethnic origin, colour, nationality, national origin, social disposition, disability (past or present), sexual orientation, gender reassignment, pregnancy, sex or marital/civil partner status, trade union membership, part-time or fixed term status, religion or age (or perceived age) and pay. We oppose all forms of unlawful and unfair discrimination. We will aim to provide our staff and pupils with a firm foundation which will enable them to fulfil their potential and to challenge stereotypes, all forms of discrimination, victimisation, harassment and bullying. We will seek to eliminate all forms of discrimination by adhering to our duties as an employer under the Equality Act 2010. At the Aspire Academy, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Equality Objectives and Action Plan form part of the academy's Equality (and Diversity Policy) and Accessibility Policy for all pupils and staff. The Aspire Academy welcomes its duty to eliminate all forms of unlawful discrimination, harassment and victimisation, and to protect the 'characteristics' of individuals and groups of people. The school is committed to:

- Promoting and advancing equality of opportunity between staff and pupils.
- Eliminating all forms of discrimination, harassment and victimisation.
- Promoting positive attitudes towards people who may be perceived as different, who are different, have different life styles, beliefs or characteristics.
- Encouraging participation by minority or underperforming/achieving groups or individuals in school life.
- Providing the same opportunities as a main stream school in terms of work experience, qualifications, life skills, social skills and behaviour management.

2. INVOLVEMENT AND CONSULTATION

It is a requirement that pupils, staff, trade unions and those using school services should be involved in the production of the equality objectives. The Aspire Academy will consult with stakeholders in the development of our equality objectives. Consultation will determine the priorities for the school with regards to equality over the next four years, some of which will be through:

- Focus groups
- Questionnaires/surveys
- Feedback slips
- Drop-in sessions
- Meetings

- Statistical data analysis
- Best practice in the local, regional and national arena

These will be used to help set priorities within the school, build a forum for discussion form part of the Aspire Academy's Equality Action Plan. The involvement of all people is critical to the success of the objectives and to improving our policies and practices. The action plan for the next four years reflects the priorities of those associated with the school.

3. ASSESSMENT

In consultation with staff, the school will identify the following functions that are relevant to equality:

- Admissions and recruitment
- Attainment and achievement
- Absence
- Rewards and sanctions
- Pupil/staff support and guidance
- Pupil/staff appeals, complaints and grievances
- Visits and experiences
- Incidents and actions taken
- Exclusions
- Inclusion register
- Curriculum and extra-curricular activities including work experience, employability and life skills
- Communications/publications/information provision
- Selection, recruitment and employment of staff
- Governing body representation and retention
- Health and safety
- Professional development and training

The Aspire Academy will gather information on selected functions to judge the impact on equality and then to eliminate or at least mitigate any negative impact. Consultations with the stakeholders, parent/carer-teacher meetings, staff surveys and analysis of examination and attainment results will remain important information gathering tools. New policies and procedures developed in the future will be assessed to promote equality. It will use internal generated data and external government data to assist in setting equality objectives.

4. ACCESSIBILITY PLAN AND REASONABLE ADJUSTMENTS

All future building/construction work be undertaken with due consideration to the quality and provision for teaching and learning for all staff and pupils.

Staff have received appropriate training in:

- Equality and diversity and inclusion,
- Anti-bullying training
- Bespoke charity training i.e. Stonewall
- Selected staff have been trained to support pupils in administering medications

The school has a range of vocational and academic courses with additional curriculum time being made available for the least able pupils, some of which use specialist staff, resources and booster classes, to ensure every Pupil has the possibility to achieve their full potential. Class

allocation is determined with consideration to the needs of every individual pupil. Where examination boards permit, SEND pupils will receive assistance during assessments or exams, so that pupils are assessed fairly during their course.

5. IMPLEMENTATION

To ensure action is taken to meet the equality duty, the Aspire Academy will construct an action plan to make things happen, outlining how the requirements of these will be met and ensuring equality is monitored. This action plan will be shaped in consultation with senior leaders, pupil council, staff and governors. The governing body reviews its Accessibility Policy every three years. Equality training will be part of the induction and staff development programme for staff and governors and there will be a named teacher in the school to lead on equality work. The equality objectives will be published and included in the staff on-line handbook which is accessible on the school's intranet.

6. CHECKLIST FOR SCHOOL STAFF AND GOVERNORS

- Is information collected and is there evidence of 'due regard' in all areas of equality (e.g. sex, race, disability, age, sexual orientation, gender reassignment, religion, beliefs, pregnancy, pay, return to work/school rates after maternity leave) with both pupils and staff?
- Is this information used to improve the provision of services?
- Is the data published anonymously and open to the public?
- What are the rates of access to services or participation for people with different protected 'characteristics'?
- Is pupil achievement monitored by equality?
- Are there trends or patterns in data that may require additional action/intervention to ensure equality?
- Are staff and pupils encouraged to participate in school life?
- How is this shown through representation in school events such as school assemblies, the pupil council, the governing body, professional association, staff meetings, revision sessions, extra-curricular activities etc.?
- Are all persons including minority groups given the same opportunities to participate in all activities both in and outside of school hours?
- Is bullying, harassment and victimisation of pupils and staff monitored and is this information used to make a difference?
- Are there grievances and complaints made and recorded?
- Are stereotypes actively challenged in employment opportunities, the curriculum courses offered, in the classroom environment and in the playground?
- Are all pupils and minority groups encouraged to consider career paths/occupations that are traditionally stereotyped?
- Is the school environment as accessible and welcoming as possible to all visitors such as with a disablement e.g. accessible to wheelchairs or for those from a minority background?
- Are open evenings and other events which parents or carers attend held in an accessible part of the school and on suitable days and times?
- Are all parents including those from minority groups encouraged to participate in their child's education?
- Are governing bodies representative of the pupils, staff and local community that they serve?
- Is racial harmony monitored and is this information used to make a difference?
- Is there evidence of equal employment, work experience and training opportunities?
- What are the success rates of job applicants and promotion?

- Are there records of how 'due regard' has been used in decision-making and assessments?
- What are the termination, redundancy and retirement rates?

7. EMPLOYER DUTIES

As an employer we will need to ensure that we eliminate all forms of discrimination/inequality and harassment in our employment practice and actively promote equality and fairness within the workforce and school.

- Is gender, ethnicity or any other form of discrimination aspects considered when appointing staff and when allocating teaching and learning responsibilities (TLR), or re-evaluating staff structures, to ensure decisions are free of all forms of discrimination?
- Is bullying and harassment monitored, and is this information used to make a difference?

8. THE EQUALITY ACTION PLAN

The following action plan outlines what will be achieved over the next four years with regards to meeting the equality objectives it is not limited and is intended to evolve.

Equality Objectives	Evaluation
To produce, review and ratify the Accessibility Policy and publish on school website.	Achieved: Date of Review 01/09/2025
To provide all stakeholders for the Aspie academy an equal opportunity to access the Aspire ethos and Vision.	
Ensure all pupils are aware of protected characteristics.	
Appoint named staff member to lead on equality.	
Introduce Equality Training as part of staff development and formulate into all staff induction.	
Publish equality objectives and include them within staff on-line handbook.	
Set up equality folder for anonymised equality data on school intranet.	
To provide anonymised equality school data for internal, public viewing.	
To provide consistent equal access to the curriculum for all pupils with SEND and emerging SEND issues.	
To ensure that all employment opportunities are advertised to everyone	
To provide support and empowerment for the female pupils in gender specific issue and opportunities through the creation of female pupil groups and meetings, trips and educational visits, external speakers and events.	
To increase the number of female safeguarding leads to support female pupils voice.	

To continue to diminish the difference between pupils with FSM & Non FSM	
To identify emerging equality issues across all groups & implement strategies to redress any imbalances to ensure all pupil groups meet national averages in attainment, including children affected by imprisonment.	
To raise awareness of equality issues across the school and embed it in departmental & whole school practise.	

9. MONITORING AND REPORTING

The Aspire Academy will regularly monitor the impact of the action taken to ensure that progress is being made towards meeting the equality duty, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be in accordance with the specified timescales and reviewed every four years. If any adverse impacts are identified during the monitoring process, the action plan will be revised.

An annual report will be produced outlining the progress of the equality duty and assessing the implementation of the action plan for effectiveness; the findings will be used to improve the practice of equality, identify new objectives and feed into future practice.

10. EQUALITY OBJECTIVES FOR 2021–2025

We have various policies in place to ensure equality of opportunity takes place in school, such as recruitment, retention, bullying, e-safety, racism, social media networking to prevent and protect against unlawful discrimination, harassment and victimisation.

We will use internally and externally generated data, to identify advance equality of opportunity between different groups, albeit these groups may change on a year-by-year basis. We will compare school data with local and national data where appropriate. We will discuss disadvantage and equality issues at staff and governor meetings and implement strategies to redress these issues. We will report on these issues in our data analysis.

We foster good relationships between different groups by tackling all forms of discrimination, such as racism and racist comments, by reporting, analysing and tackling individuals, responding to trends or patterns through data analysis and using assemblies, tutor groups, music, drama, sport etc. to break down barriers and foster positive relationships and a community spirit, supporting Fundamental British Values and oppose Hate crimes.

Our key equality areas are highlighted in the equality action plan but there will be other areas we will tackle as and when they arise through review processes.

For further information, please contact: Simon Stevenson who is currently responsible for the Accessibility Policy and who is continually working with staff and governors to identify school equality objectives.

This action plan and its objectives have been agreed by the chair of governors.

