

# **Aspirational Futures Multi Academy Trust**



## **Equality Information and Objectives Statement**

**Aspirational Futures Multi Academy Trust Wide Statement**

**October 2023**

### Document Control

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### Document Information

	Information
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<b>1.0</b>	<b>Oct 2023</b>	<b>S Mitchell</b>	<b>New trust policy</b>
<b>1.1</b>	<b>Jan 2024</b>	<b>S Mitchell</b>	<b>Add sections Teaching &amp; Learning and Resources &amp; Materials</b>

# Aspirational Futures Multi Academy Trust

## Equality Information and Objectives Statement

### Opening statement

The document outlines the commitment of the staff, pupils and governors and trustees of Aspirational Futures Multi Academy Trust to ensure that equality of opportunity is available to all members of the school community. For our trust this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the trust community.

We believe that equality in our schools should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

In our trust, we believe equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their sex, gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

We welcome our duties under the Equality Act 2010. Schools' general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the trust community because of their:

- Sex.
- Age.
- Race.
- Disability
- Religion or belief.
- Sexual orientation.
- Gender identity/reassignment (i.e. trans people).
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our trust is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

## **Aims to eradicate discrimination**

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the trust's values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias and calling it out in order to move the conversation forward.
- Senior Student Leaders with responsibility for inclusion and diversity.
- Finding an appropriate place for pupils to pray.
- Celebrating national and international events, such as Black History Month or Pride Month.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

## **Learning and Teaching**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Use materials and promote attitudes that reflect equality for people of all sexual orientations.
- Use materials and promote attitudes that reflect equality for all genders, including trans people.
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter

- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

## **Resources and Materials**

The provision of good quality resources and materials within the trust is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society. This includes understanding that society contains people of different races, different cultures, different sexualities, different sexes, and different gender identities. Materials should include references to all types of people and families.
- Reflect a variety of viewpoints:
- Show positive images of all genders, races, sexual orientations, and gender identities (i.e. trans and non-binary people) in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

## **Language**

We recognise that it is important in our trust that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes but instead challenges stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case
- Remains up to date and relevant (e.g language used to describe trans and non-binary people).

## **Dealing with prejudice and celebrating diversity**

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our schools with the utmost severity. When an incident is reported, our schools are devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive. We encourage our pupils to contribute to newsletters and events such as assemblies in order to broaden their peers' understanding of different religions and cultures.
- Aware of what constitutes discriminatory behaviour.

The trust's employees will not:

- Discriminate against any member of the school community
- Treat other members of the school community unfairly.

The trust's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, each school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days.
- Inviting guest speakers to talk to pupils about diversity.
- Incorporating lessons about diversity into the curriculum.
- Asking for contributions to school newsletters.

### **Equality and dignity in the workplace**

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender identity/reassignment (i.e. trans people).
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the trust's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

### **Diversity and representation**

The trust is passionate about pupils from all backgrounds making a positive contribution to their school and the trust as a whole.

- We expect pupils from all backgrounds to apply for prefect status or to be on the Senior Student Leadership Team. This is made clear in assemblies and newsletters.
- We are proactive in encouraging pupils from minority groups to apply if we believe their contribution will have a positive impact. As our geographical area is predominantly made up of White British people, this is especially important.
- We establish working groups with pupils in light of national or global events, such as an Anti-Racism Working Party in the aftermath of the Black Lives Matter movement.
- We include a Diversity and Inclusion role within the Senior Student Leadership Teams.

### **Inclusion**

Our trust fosters an inclusive environment for all members of the school community. Examples are:

- Teachers with a TLR responsibility for EAL.
- Celebrating national events, such as Refugee Week and Black History Month.
- Accommodating pupil requests for spaces to pray or to establish clubs, eg LGBTQ+.

### **Closing statement**

In our trust, prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community. We have a moral duty to ensure our pupils are well prepared to enter the world of work where their attitudes to inclusion and diversity will be celebrated.