



Equality & Diversity Policy

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INSPIRE MULTI ACADEMY TRUST

Equality & Diversity Policy

Statement of Intent

Inspire Multi Academy Trust is a welcoming and caring trust. We respect and value each and every individual associated with the trust. Together, we seek to work, learn and play to achieve our full potential. By implication, therefore we have a commitment to social inclusion and equality of opportunity for all. We aim to provide an environment which is free from bullying, harassment and prejudice.

Our understanding of equality of opportunity:

We understand equality of opportunity to exist when:

- It is understood that everyone is unique and everyone has different needs
- Equality of access exists for all
- Individual choices are widened
- Everyone feels happy, safe and secure in an environment which does not disadvantage or
- discriminate against anyone
- Stereotypes are challenged to ensure everyone has an equal chance to develop as they wish
- Individual and community needs are responded to for the benefit of everyone
- Adequate resources exist to meet everyone's need

Aims and objectives:

As a result of this policy we will:

- Ensure that all members of the trust community feel happy, safe and secure
- Ensure that equality of access exists for everyone
- Promote equality of opportunity regardless of the nine protected characteristics of age, disability, gender, race, religion and belief, sexuality, gender reassignment, civil partnership and marriage, pregnancy and maternity
- Actively develop the self-esteem and self-respect of all members of the trust community
- Ensure that educational provision is relevant to our increasingly diverse society
- Ensure that the curriculum actively promotes equality of opportunity
- Actively challenge all forms of bullying, harassment, prejudice and stereotyping
- Actively engage the support and commitment of the whole trust community in achieving

Relevant legislation and best practice advice:

We are aware of our responsibility in relation to:

- 1970 Equal Pay Act
- 1975 Sex Discrimination Act
- 1976 Race Relations Act
- 1988 Education Reform Act
- 1995 Disability Discrimination Act
- 1998 Human Rights Act
- 1999 Macpherson Report into the Stephen Lawrence Murder Inquiry
- 2000 Race Relations (Amendment) Act
- 2001 Special Educational Needs and Disability Act
- 2002 Statutory Code of Practice on the Duty to Promote Race Equality
- 2006 Equality Act
- 2006 Sexual Orientation Regulations
- 2006 and 2007 Employment Equality (Age) Regulations and Amendments
- 2010 Equality Act

Guidelines, Disability:

Pupils with disabilities/learning difficulties/special needs will:

- Have complete access to all the facilities and resources available within the trust
- Receive additional support to ensure that they fulfil their potential
- Be integrated with and educated alongside other pupils
- Have access to the same broad, balanced and relevant curriculum as other pupils
- Be involved in the decisions being made about their care and education

As a trust we:

- Are committed to early identification of emotional and behavioural difficulties before such difficulties lead to underachievement, disaffection and exclusion
- Are committed to early intervention, target-setting and regular monitoring of pupils with disabilities/learning difficulties/special needs
- Will give additional support and encouragement to gifted and talented pupils to ensure they fulfil their potential
- Will work in partnership with parents and carers to ensure that pupils with disabilities/learning difficulties/special needs benefit fully from their time spent in trust
- We ensure that staff take part regularly in training about disability/learning difficulties/special needs
- Will make use, where appropriate, of local authority support services to ensure that pupils with disabilities/learning difficulties/special needs fulfil their potential

Guidelines, Gender:

No matter their gender, all pupils will:

- Have access to the same broad, balanced and relevant curriculum
- Be expected to do as well as they possibly can
- Be expected to behave as well as they possibly can
- Be expected to work together in a constructive and positive manner
- Be discouraged from using sexist language, and commended when they challenge such language

As a trust, we will:

- Ensure that neither gender dominates any area of the trust, the curriculum or the extracurricular activities to the detriment of the other
- Ensure that all resources portray both genders in a positive and non-stereotypical way
- Continue to monitor achievement by gender. If differences based on gender are identified, appropriate action will be taken to redress the imbalance

Guidelines, Race:

The curriculum will reflect the ethnic, cultural and religious diversity of society locally, regionally and nationally

- Pupils will have opportunities to study issues to do with intolerance, prejudice, racism, racial discrimination and religious prejudice
- Resources will portray members of local and regional cultural and ethnic groups in ways which are positive and non-stereotypical
- Community languages other than English will be valued and promoted
- All pupils will be able to dress and worship in ways which do not conflict with the cultural or religious conventions of the home
- The dietary needs of all pupils will be met
- Achievement, attendance and exclusions will be monitored by ethnicity. If differences based on ethnicity are identified, appropriate action will be taken to redress the imbalance
- Members of all cultural and ethnic groups will be welcomed and valued by the trust community
- All racist incidents will be dealt with in an effective and consistent manner
- When posts in trust become vacant, we will encourage applications from all groups within our increasingly diverse society

Guidelines, Religion and Belief:

The national curriculum in general and RE in particular, will be used to value and celebrate diversity based on religion and belief

- Daily acts of collective worship will be used to promote equality of opportunity irrespective of religion or belief
- All pupils will be given opportunities to meet their religious needs, especially at the time of important festivals
- The dietary needs of all pupils will be met
- Pupils will be discouraged from using offensive language based on religion or belief and commended when they challenge such language

- Resources will reflect people subscribing to a variety of religions and beliefs
- Resources will show people of all religions and beliefs engage in non-stereotypical roles and activities
- People of all religions and beliefs will be encouraged to play an active role in trust life, perhaps as governors
- As far as is possible our staff team will reflect the variety of religions and beliefs that exist locally and regionally

Guidelines, Age and Sexuality:

- All pupils will be expected to do as well as they possibly can
- All pupils will be expected to behave as well as they possibly can
- All pupils will be encouraged to make equal use of all the resources and facilities in the trust
- Resources will reflect the variety of families that exist in Britain today
- Resources will show people of all ages engaged in non-stereotypical roles and activities
- Where appropriate, the National Curriculum will be used to value and celebrate diversity based on age and sexuality
- Daily acts of collective worship will be used to promote equality of opportunity irrespective of age or sexuality
- Pupils will be discouraged from using offensive language about age and sexuality and commended when they challenge such language
- People will be welcomed and valued no matter their age or sexuality
- Appropriate use will be made of local authority support services to ensure that all pupils fulfil their potential

Guidelines, Gender Reassignment, Civil Partnership and Marriage, Pregnancy and Maternity:

- In relation to the three protected characteristics above, parents, carers, visitors, member of staff and all others associated with the trust can rest assured that discrimination will not occur and that people's rights as defined in legislation relating to the characteristics will be respected
- Where appropriate, opportunities will be provided for pupils to learn about and to discuss matters to do with gender reassignment, civil partnership and marriage and pregnancy and maternity
- Pupils will be discouraged from using offensive language about gender reassignment, civil partnership and marriage, and pregnancy and maternity
- People will be welcomed and valued no matter their personal circumstances, their marital status, where in a civil partnership or not, whether pregnant or on maternity leave, or whether undertaking or having undertaken, gender reassignment
- Appropriate use will be made of suitable external support services, including those in the local authority to ensure that equality of opportunity exists in relation to gender reassignment, civil partnership and marriage, and pregnancy and maternity

Monitoring and Evaluation:

Staff and governors will monitor the Equality and Diversity Policy once a year.

Three years following its adoption, the Governing Body will decide whether the policy needs amending in the light of new legislation and/or best practice guidance.

This policy needs to be reviewed in line with SEN policy, Community Cohesion, PSHE Policy and Anti-bullying Policy.