



ASHWOOD
SPENCER ACADEMY

Equalities and Inclusion Policy

April 2024

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School vision statement

At Ashwood Spencer Academy pupils are supported and nurtured to ensure they reach their full potential as learners and positive contributors to society. We expect every pupil to follow our DREAM expectations to create a culture that has respect, resilience, aspiration, determination and positive relationships at its core. We offer a safe and enjoyable learning environment where excellence is promoted.

Scope of this policy

At Ashwood Spencer Academy we recognise that educational success is promoted in schools which are genuinely inclusive in their nature and are welcoming to difference and diversity (Shaefer, 2019). The Committee on the Rights of Persons with Disabilities (UN 2016), states as inclusive education means:

- A fundamental right to education
- A principle that values students' wellbeing, dignity, autonomy, and contribution to society
- A continuing process to eliminate barriers to education and promote reform in the culture, policy, and practice in schools to include all students.

As a school it is important that we promote a culture that enables **all pupils** to access the possibilities of achieving their potential. We want to support the development of an inclusive society and to promote equality by ensuring that each child has the confidence to develop their own social identity. As a school we strive to move beyond tolerating social and educational differences but by recognising the worth of each pupil and family can bring to enrich our school community (O'Hanlon, 2003). This is observed through promoting British Values and by fulfilling our duties relating to equality and inclusion.

The legislation

Under the Equality Act 2010 schools have a specific duty to;

- The Equality Act 2010 replaced the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It protects everyone in England and Wales, so it applies to all schools, regardless of type.
- The DfE has published non-statutory advice on how schools can fulfil their duties under the Equality Act 2010, which relates specifically to discrimination in an educational setting.

Aims and Objectives

Our academy aims to meet its obligations under the Public Sector Equality Duty (PSED) 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 people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

The Principal and the Senior Leadership Team (SLT) support UNESCO-IBE (2016: 47) recommendations to successfully implement an inclusive education at Ashwood Spencer Academy. We aim to provide an inclusive and welcoming educational environment to all pupils by ensuring the following objectives;

- Everyone is made to feel welcome
- Pupils are equally valued
- There are high expectations for all pupils
- Staff and pupils treat one another with respect
- There is a partnership between staff and families
- The school is accessible to all pupils
- Senior staff support teachers in making sure that all pupils participate and learn
- The school monitors the presence, participation, and achievement of all pupils

Roles and Responsibilities

The local governing body and the Spencer Academy Trust will be responsible for:

- Overseeing the implementation of this policy.
- Reviewing this policy with Senior Leaders on an annual basis to ensure its effectiveness.

The Principal will be responsible for:

- The overall implementation of this policy.
- Delegation of roles and responsibility's to other Leaders or staff members to implement the policy

Staff will be responsible for:

- Supporting the Principal in carrying out the procedures outlined in this policy.
- Promoting inclusion, equality and diversity within school and in the wider community.
- Undertaking any training arranged by the Principal or SLT to develop their inclusive practice.
- Seeking support from the Vice Principal (Inclusion, Engagement, Well-being) or SENCO, DSL as appropriate.

- Supporting their colleagues and pupils to promote inclusion, equality and diversity.

A warm welcome that promotes equality law

At Ashwood Spencer Academy it is important to us that everyone is treated fairly, and with dignity and respect. We adhere to Spencer Academy Trust Equality & Diversity Policy which encompasses the following **protected characteristics** as set out in **equality law**. The Act covers 9 protected characteristics

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation
- Sex
- Marriage and civil partnership



At Ashwood Spencer Academy, we are committed to meeting the public sector equality duties (PSED). The Public Sector Equality Duty requires our school to monitor our policies and procedures and to publish information about equalities in our school. We follow and revise our Equality Action Plan (2021-2025), continually review and seek to improve our provision regularly.

The new General Duty replaces the three existing public sector equality duties for disability, race and gender. It covers all protected characteristics and has three main aims requiring public bodies to have due regard to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited under the Equality Act 2010.
2. Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it.
3. Foster good relations between persons who share a protected characteristic and persons who do not share it.

The 'Protected Characteristics'

The Equality Act 2010 states that it is unlawful to discriminate against people with the following protected characteristics. This applies to the whole school community. The Protected Characteristics within equality law are defined as;

Age - relates to a person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work. (Staff)

Disability - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, Multiple Sclerosis and cancer are all considered as disabilities, regardless of their effect.

Gender reassignment - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the School will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.

Marriage and civil partnership - Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work. (staff).

Pregnancy and maternity - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.

Race - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies, as well as White British people.

Religion or belief - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum based activities, but pupils may withdraw from acts of collective worship.

Sex - A man or a woman.

Sexual orientation - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment, as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

It is important that as a school we provide a model of respect and dignity to all.

Note: Age, and Marriage/civil partnership are listed in the Equality Act 2010, but are not listed in the DfE guidance. Age as a protected characteristic does not apply to pupils in schools, so pupils can be treated in ways appropriate to their age and stage of development without risk of legal challenge. For these reasons, both have 'staff' bracketed after the protected characteristics here.

Equality at Ashwood Spencer Academy

Equality at our school permeates all aspects of school life. It is the responsibility of every member of the school and wider community. Everyone within our school community has the right to feel safe, secure, respected, and should feel valued and of equal worth. This includes;

- ✓ Children and young people
- ✓ All staff employed at Ashwood Spencer Academy
- ✓ Students on placement
- ✓ Colleagues from other SAT Academies
- ✓ Parents/carer
- ✓ Governors and SAT Board of Directors
- ✓ Agency staff
- ✓ Contractors working at our school
- ✓ External agencies whose staff are working with our school, including Health, Social Care, Special Needs support and agencies such as the Department for Education, and Ofsted
- ✓ All visitors to the school

We implement accessibility plans and policy which is aimed at:

- Increasing the extent to which a person with a / disabilities can participate in the curriculum.
- Improving the environment, both inside and out, to enable pupils and children with a/ disabilities to take better advantage of all we have to offer, both educationally and pastorally.

- Continuing to develop the accessibility of information

Spencer Academies Trust, our governing body and academy are committed to this policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of any of the protected characteristics. Having positive high regard for everyone is a key expectation.

Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated. We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We seek to provide a safe and happy environment where everyone has the conditions to excel and flourish, and where physical and cultural diversity is celebrated. Each and every member of the school community are responsible for promoting the school's Equality Policy, and Action Plan (see appendix 1), and are obliged to act in accordance with this policy.

Decisions made will be robustly questioned to ensure that a decision has not been made which does not go against our duties around equality. Specifically, decisions must;

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

Our collective responsibilities

The Trust will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the academy, 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.

The Principal will:

- Promote knowledge and understanding of the equality objectives among staff and pupils;
- Monitor success in achieving the objectives and report back to governors and the Trust.

The designated member of staff for equality will:

- Support the Principal in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All academy staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

Eliminating discrimination

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

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every [September/insert other]. All staff are required to complete the Equality, Diversity and Inclusion training on the iHASCO training portal. New staff receive training on the Equality Act as part of their induction.

The academy has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Advancing equality of opportunity

These are just examples of how you are meeting this area of the PESD and will need to be amended in accordance with your individual academy.

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. promoting the use of Makaton across the school to support non-verbal pupils).
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of academy societies).

- In fulfilling this aspect of the duty, the academy will:
- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

Fostering good relations

The academy aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- 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. School parliament will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising academy trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the academy. For example, our academy council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the academy's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

Equality considerations in decision-making

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

The academy always considers the impact of significant decisions on particular groups. For example, when an academy trip or activity is being planned, the academy considers whether the trip:

- Cuts across any religious holidays.
- Is accessible to pupils with disabilities.
- Has equivalent facilities for boys and girls.

The academy keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning academy trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Equality objectives

Objective 1

By July 2025 all of our staff will feel confident in responding effectively to prejudice-related comments, as shown in the annual staff survey.

Why we have chosen this objective: We want all Ashwood staff to confidently challenge and respond effectively to prejudice-relating comments so that there is a clear message that prejudices are not tolerated in any form at Ashwood Spencer Academy.

To achieve this objective, we plan to: Ensure that all staff access appropriate CPD to further improve their confidence in challenging prejudice comments.

Progress we are making towards this objective: Staff have received CPD on the protective characteristics and a response to behavioral incidents has been shared with all staff to ensure a consistent approach.

Objective 2

The attendance rates of White British pupils will improve year-on-year to meet a 96% target by the end of the 2024/25 academic year.

To reduce the number of White British children who are persistent absentees, closing the gap in attendance rates between White British children in the school

Why we have chosen this objective: 24.9% of the population of White British pupils are currently at risk of becoming persistent absences.

To achieve this objective, we plan to: Implement our Attendance Development plan and ensure that there is effective communication with parents/guardians so that they understand the importance of their child attending school regularly and reduce the amount of absences for minor ailments.

Progress we are making towards this objective: There is a clear strategic approach to improving attendance and reducing persistent absence. The school uses a range of

technology and provides family support to ensure parents/carers understand the importance of regular school attendance and the impact that absence has on attainment.

Objective 3

The school will achieve Makaton Friendly status and all staff will receive CPD on supporting pupils with Autism Spectrum Condition (ASC) by engagement with materials from the Autism Education Trust by 2024/2025.

Why we have chosen this objective: 70% of pupils on the SEND register have Communication and Interaction as a Prime Area of Need with 30% of pupils having an Autism Spectrum Condition. Developing our school's Total Communication approach and understanding of ASC will be beneficial to our pupils with communication and interaction needs.

To achieve this objective, we plan to: Improve staff confidence in using Makaton and support Derby City Local Authority in delivering training to Autism Ambassadors.

Progress we are making towards this objective: Staff have been introduced to using Makaton. The school engages in The Makaton Charity's sign of the week. The school's inclusion lead has been asked to support the LA to deliver CPD to potential Autism Ambassadors within the city.

Local Support

The Equality Alliance champions the views of people who are under-represented in society - those with protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) - at a local level. The Alliance enables the voluntary and community sectors and local partners to come together to identify the challenges that are making life difficult for many citizens of Derby and develop policies and programmes to combat inequality. The next phase of the Equality Alliance will involve voluntary and community organisations that represent people with protected characteristics, coming together to discuss how best to support, encourage and promote community cohesion in the city. The following support is currently available in Derby;

❖ Derby 50+ Forum

Derby 50+ Forum aims to inform and empower older people living in Derby. It's part of a national movement of older people's forums, is independent of the Council and has an elected management committee. For more information please contact Derby City Council.

❖ Derby Advice and Information Network

Derby Advice and Information Network is a group of voluntary and statutory, information and advice providers who work together to develop the quality and

accessibility of information and advice for vulnerable people. DIAN does this through supporting joint working, networking and accessing external funding. It produces a bi-monthly bulletin of local developments and members share and contact list with details of the expertise of other members. The Network has also developed a quality standard for local information and advice providers. For more information please contact Ian Chennery or call 01332 642753.

❖ Umbrella

Umbrella supports families living in Derby City and Derbyshire providing a range of exciting activities. Most services in Derbyshire are provided in Amber Valley, Erewash, Derby City, South Derbyshire and South Derbyshire Dales. Anyone can refer a child or young person to Umbrella including families, social workers, teachers and youth workers.

They support children and young people aged 5 to 30 with any additional needs, including physical, sensory, learning and behavioural disabilities. They are able to support a child or young person no matter what their disability as their services are person centred to meet individual needs.

❖ The Derby BME network

The Derby BME network helps BME groups to develop capacity and ensure there is equal access to information, services, opportunities and resources. For more information please call 01332 227734 or email.

❖ Derby City Sport Forum

Derby City Sport Forum brings together clubs, facility operators, governing bodies and others interested in promoting and developing sport for the city and its residents. For more information contact Ian Cotter or call 07796 982135 or try Kevin Palmer on 01332 280738.

❖ Derby Compact

The Derby Compact is a commitment to open, transparent and fair working practices by statutory and voluntary and community sector partners. Its aim is to improve relationships, communication, participation and services to create a better Derby.

❖ Disabled People's Diversity Forum

Disabled People's Diversity Forum used to be called the Disabled People's Advisory Committee. It is made up of members from organisations of, and for, disabled people. For more information please see the Derby City Council website.

❖ Food Networking Forum

Food Networking Forum aims to provide networking opportunities for anyone involved in the collection or distribution of food to vulnerable people in Derby, South Derbyshire and the surrounding area.

❖ Forum of Faiths

Forum of Faiths for Derby identifies how the views and experience of the broad range of faith groups in the city can be drawn together and contribute to wider public life. For more information please call Phil Henry at the Multi-faith Centre on 01332 591285 or Janet Tristram at the St James Centre on 01332 604066.

❖ Gender and Sexuality Diversity Forum

Gender and Sexuality Diversity Forum meets twice a year and represents groups who work with men, women, gay, lesbian and transgendered people. For more information, contact Derby City Council.

❖ The Health and Wellbeing Network

The Derby Health and Wellbeing Network aims to ensure that the voluntary and community sector is more closely aligned with the arrangements for the planning and commissioning of services overseen by the Derby Health and Wellbeing Board. For more information call 01332 346266.

❖ Hostels Liaison Group

Hostels Liaison Group brings together providers of housing, supported and associated services provided to non-statutory homeless people. To find out more, call 01332 579550.

❖ Minority Communities Diversity Forum

Minority Communities Diversity Forum meets four times a year and represents groups who work with Black and Minority Ethnic Communities. For more information please contact Derby City Council.

❖ Self-Help Forum

This forum is for voluntary organisations to meet together, network, share experiences and issues, and work closer together in partnership. The forum is an opportunity for groups to raise awareness of the work they do in the local community. Health speakers are invited along to each forum. They are organised four times a year - March, June, September and December at different venues around Derby. For more information email liz.gumbley@communityactionderby.org.uk or ring 01332 227738.

Pupils are equally valued

It is important that all pupils are equally valued within our school. At Ashwood Spencer Academy we promote a principle that values pupils' wellbeing, dignity, autonomy, and contribution to society. Inclusion means that we are committed to ensuring that there is a continuous process to eliminate barriers to education and promote reform in the culture, policy, and practice in our school to include all of our pupils. Research suggests that to implement an inclusive education, the school must adopt the assumption that all children have a right to be in the same educational space (Cobley, 2018; Florian, Black-Hawkins & Rouse, 2017; Hehir, et al., 2016). At Ashwood Spencer Academy we are committed to promoting inclusion and providing an inclusive education.

To ensure that all pupils feel equally valued it is important that all pupils feel part of their class Team and wider DREAM Team. We implement this through ensuring that all pupils have opportunity to participate in a range of activities whilst at Ashwood Spencer Academy. These experiences equip our pupils with the relevant knowledge and cultural capital that they need to succeed, enabling them to achieve a set goal or target that they aim for not only during their time spent with us, but throughout their life. This is underpinned by our both British Values and through our school's DREAM ethos.

Promoting British values at Ashwood Spencer Academy

The DfE has reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

At the beginning of each school year children affirm the school's expectations and the rights and responsibilities associated with school standards. Every pupil and staff member is expected to take individual responsibility for modelling British values within the school community.

The school curriculum is designed to introduce and explore British values across subject areas, while RE, SMSC, PSHE and Citizenship lessons provide opportunities to deepen and develop understanding. Children embrace these concepts with enthusiasm and demonstrate a good understanding of their application to their own lives. At Ashwood Spencer Academy we British Values underpins the life of the school.

- To enable pupils to develop their self-knowledge, self-esteem and self
- To enable pupils to distinguish right from wrong and to respect the civil and criminal law of Britain;

- To encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- To enable pupils to acquire a broad general knowledge of and respect for public institutions and services in Britain;
- To further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- To encourage respect for other people;
- To encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in Britain

Democracy:

Pupil voice is taken seriously at Ashwood Spencer Academy, with pupils being asked their opinions and suggestions about school matters, ranging from the naming of the new local housing estate to choosing the book we read in class. Regular meetings of the democratically-selected School Council and pupil ambassadors from all year groups ensure that pupils are able to make valuable contributions to the development of the School.

The Rule of Law:

During their time at Ashwood Spencer, pupils develop their understanding of what is right and what is wrong. Our DREAM ethos and values underpins this. Pupils are reminded of what they can expect of/from the School and what the School expects of them in order to maximise their learning. Through Class Dojo rewards children learn how these DREAM expectations are embedded and promoted and 'The Rule of Law' is explicitly taught in PHSE lessons, where through Jigsaw children develop their understanding of actions, responsibilities and consequences. Visits from authorities such as the Police and Fire Service help to reinforce this message. Linked Policy: Behaviour and Anti-Bullying Policy.

Tolerance of those of Different Faiths and Beliefs:

At Ashwood Spencer this is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Through our Creative Curriculum children learn about a wide range of different religions in RE and through Jigsaw and PSHE lessons, there is opportunities and support to aid discussions around the issue of prejudice. Ashwood Spencer is a multi-diversity school and we pride ourselves on ensuring that we demonstrate inclusivity in all that we do.

Mutual Respect:

Mutual respect is one of our key drivers of our DREAM ethos and values. It is an abiding expectation that all members of the School's community demonstrate a

respectful attitude at all times. Our early years children begin to develop their understanding of others through the planned learning opportunities within the 'prime' areas of 'Understanding the World' and 'Personal, Social and Emotional Development'. Discussions, assemblies, team games in PE and Jigsaw PSHE lessons across the School help to reinforce this message. Bullying is not tolerated and pupils are taught about the different types of bullying, why they might occur and discuss possible strategies for dealing with incidents should they witness any. Our **Child Friendly Anti-Bullying Leaflet** is available to support and remind pupils that bullying is not tolerated at Ashwood Spencer.

Individual Liberty:

Ashwood Spencer Academy wholeheartedly supports the aims enshrined in the UNICEF Rights of the Child ideal see

<https://www.unicef.org/sop/convention-rights-child-child-friendly-version>) and actively promotes these through the work of the Family Worker through engagement with different charities and particular appeals.

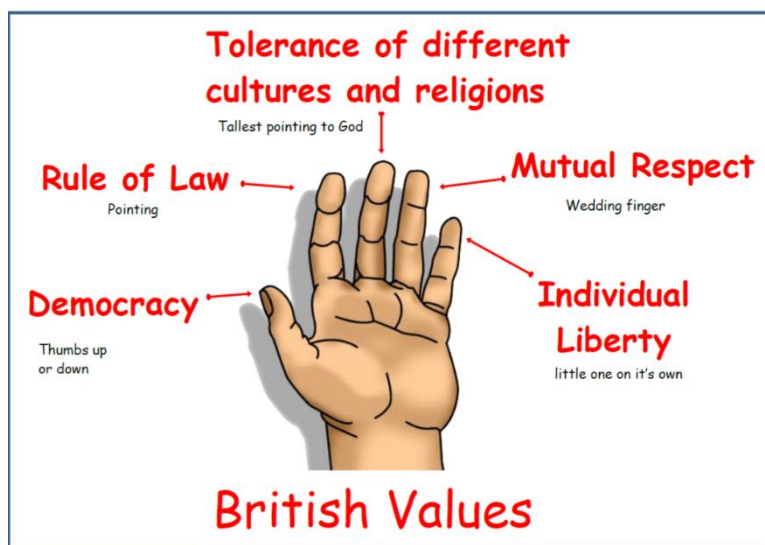
Within School, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. From the earliest age, in EYFS pupils exercise individual freedoms through their child-initiated learning. As a School, we educate and provide boundaries for young pupils to make choices safely through the provision of a safe environment and empowering education.

Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely through:

- Online Safety and Jigsaw /PSHE lessons
- Choices about their learning challenge and how they use scaffolds and record
- Participation in our numerous extended learning clubs and opportunities
- Jigsaw and 'Show and Tell'
- Pupil council
- Non-uniform days

Assembly Time:

Time is given to sharing and discussing British Values in weekly, dedicated assembly slots. Here, teachers share examples of the British Values in action and support the children in remembering each value and its meaning. We learn and implement our 'British Value' of the week by using our hand to demonstrate 'The Tolerance of Difference'. Pupils are rewarded by additional Dojo points when they are observed demonstrating this value.



At Ashwood Spencer Academy pupils' ideas and thoughts are valued as we encourage them to be determined risk takers who want to succeed. We promote the development of resilience, a characteristic required to embed challenge and to develop self-confidence. We provide a supportive learning environment where pupils are respectful of others and value one another. The use of working wall and internal screens or class books is used to promote this and is a thread which is seen across the whole school.

High expectations for all pupils

Our DREAM curriculum encourages all pupils to be ambitious achievers. Staff have high expectations and challenge pupils to be the best that they can. Pupils are supported to develop confidence to take risks in their learning and to see mistakes as an opportunity to develop new skills, knowledge and understanding. Pupils are encouraged to develop positive self-esteem through celebrating work and efforts and through the regular opportunities to reflect on achievements and learning.

Respecting others

Our key purpose is to ensure the well-being and success of all our pupils. All adults have a responsibility for the behaviour of pupils and to adhere to the staff Code of Conduct. Staff must be fair and consistent, and as a positive role model they need to promote respectful relationships. Staff have high expectations of behaviour and there are a variety of strategies and rewards in place to recognise and celebrate when pupils are following the DREAM expectations. To ensure success for all we have a range of interventions to support pupils to develop positive relationships.

Our DREAM Curriculum is designed to introduce and explore British values across subject areas, while RE, SMSC, PSHE and Citizenship lessons provide opportunities to deepen and develop understanding. At Ashwood Spencer Academy, we actively promote British Values in order to prepare all children to be responsible and respectful members of the community. Through our newly designed creative curriculum, we embrace and celebrate such values, providing valuable knowledge and understanding of important concepts, whilst developing a set of life-long skills within each and every individual. Our curriculum and assembly themes are carefully designed to consolidate the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance. This approach not only helps prepare our children for their future life, but it enriches the daily life for everyone teaching us to understand, enjoy and respect the differences in our community and the wider world.

Please refer to our **Behaviour Policy & Anti-bullying Policy** for further information on supporting pupils.

Partnership between staff and families

At Ashwood Spencer we believe passionately that children, parents/carers and staff belong to a learning community. Each half term parents/carers and visitors from the local community, including local businesses, will be invited to share the children's learning. Classes will showcase their best learning with children explaining what they have learnt over the half-term.

We ensure that there is strong communication with parents and carers. We publish half termly newsletters to keep you up to date with goings on within school and throughout the year we will provide opportunities for parents/carers to come into school to see how their child is progressing. Such opportunities include parents' evenings, activity days and open afternoons. As well as our newsletter, we also tweet and post all the latest information and exciting events from school.

Good attendance is essential if pupils are to take full advantage of the school and gain the appropriate skills which will equip them for later life. To support all pupils, the school will operate an Attendance Policy within which staff, pupils, parents, local community and Educational Welfare Support Service can work in partnership. Please refer to the **Attendance Policy** for more information.

Where a pupil is receiving SEN support, we will talk to parents regularly to set out clear targets and review the process towards them, discuss the activities and support that will help them to achieve them, and identify the responsibilities of the parent, pupil and school. Please refer to our **SEND Policy** for more information.

Our Pastoral Team provide bespoke support to families. Where parents, carers or children tell us that they require support, or Academy employees identify that there may

be emerging needs and that services might be required, an early help assessment (EHA) is likely to be beneficial. In such cases employees will have an open discussion with the parents / carers and child about the support and services that might help and agree how they would be accessed. An Early Help Assessment form (EHAF) may need to be created. If early help is appropriate, the DSL (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Please refer to our **Safeguarding and Child Protection Policy** for more information.

Accessibility

We implement accessibility through our environment and our curriculum ergonomics. We promote an environment that views each child as an individual. We place great emphasis on developing children's mental wellbeing, physical health and social skills, whilst working to ensure that all children receive challenge and support in line with their specific needs. It is our aim that pupils with disabilities should have access to a full and broad curriculum similar to that followed by their peers.

The school has successfully supported pupils with a range of disabilities – hearing and visual impairment, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out in terms of the school's SEND Policy and guidelines on assessing pupils who may have Special Educational Needs,

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Individual Education Plan (IEP) for the pupil will address the issue, which will therefore be kept under constant review. Advice is sought from the appropriate national and local agencies. Within school we have staff who are trained in Paediatric First Aid to support pupils who have medical needs. Please refer to our **Accessibility Policy and Plan** or read our **SEND Policy** and **Administration of Medicines & Medical Conditions Policy** for further information.

Our Creative Curriculum is designed to provide a clear coherent sequence which builds on prior knowledge and there are frequent opportunities for pupils to revisit and develop sticky knowledge. This supports the curriculum to be accessed by all pupils. Our working walls have been redesigned to promote live modelling and the consistent use of these across the school means that children know and understand how these can be used to support their learning. We promote inclusion through a tiered approach in our provision mapping, considering the individual needs of all of our pupils. The school dedicates time to specialist training for staff CPD to support the inclusion of all pupils. The SENCO and Vice Principal support staff to implement the SEN&D policy and support inclusion of all our pupils so that they are equally valued as members of our school community.

Communication is embedded into our DREAM core values. We support all pupils to become expressive communicators, providing pupils who have speech, language and communication needs (SLCN) and those with English as an additional language (EAL) with tools to develop and make progress in their communication and language. Our Communication Practitioners are Ekkan and Makaton trained and offer more targeted support to pupils with SLCN. Pupils access Speech Link and Language Link to identify SLCNs and other speech, language and communication interventions or programmes are used to enable all pupils to develop their communicative skills. Some pupils may require additional support, including the use of Augmentative and Alternative Communication (AAC) if they have more complex communication difficulties and fall into one of the following categories:

Expressive language group - Characterised by a large gap between the understanding of language and expression of spoken language. Their alternative forms of communication may become the preferred means of expression.

Supportive language group - The augmentative system is intended to function as a 'scaffold' to the development of a normal mastery of speech, and to reduce the negative effects of language disorders.

Alternative language group - Characterised by both using and understanding little or no speech - these children will need to be taught language through alternative means of communication and to be taught to use this means of communication expressively.

To support inclusion, pupils in our EYFS unit, and pupils in our Team Friendship and Team Courage classes, are supported by a Total Communication approach. Total Communication reflects the differing types of interaction between pupils and staff. A Total Communication approach takes varying forms and must be at appropriate developmental levels, such as; eye-contact, gesture, vocalisations, signing, visual support, singing and talking. A Total Communication Environment will use a range of communication strategies, which may include;

Makaton Signing - This is a communication programme that uses manual signs, symbols and speech to develop a pupil's understanding of language and their ability to express themselves. The use of signing throughout the school day by staff greatly enhances a child's ability to be an effective communicator.

Objects of Reference - Some pupils will need to use objects of reference to aid their communication and understanding of language. An object of reference will be a real object that represents an activity or a place.

Symbols / Photographs - The use of symbols/photographs provides valuable support and is encouraged even if pupils are not using PECS. It is the responsibility of class staff to provide symbol/photo vocabulary as appropriate.

Physical Structure - The organisation of the room is set up to minimise auditory and visual distractions. It provides clear physical boundaries allowing the child to understand routines and structures.

Sensory Cues - Sensory cues support children to understand daily routines. By using sensory processing skills, it supports children to tune into everyday routines through auditory (such as music clues), olfactory (smell of the day) and tactile (use of tactile objects) clues.

Pupils are supported across the school with their SLCNs and teachers and Teaching Assistants are provided with bespoke training to support inclusion within their class, breaking down barriers in communication.

To support inclusion, individual pupils are supported with appropriate behaviour plans and risk assessments. Staff consider the reasons for behaviours and the SENCO, Vice Principal and other professionals from outside agencies provide plans to support their individual needs. The Vice Principal leads the Pastoral and SEND Team to implement this across the school. This supports accessibility and inclusion and benefits our pupils by ensuring that they have access to:

- A responsive curriculum and pedagogical approach that are reflective to the pupil's needs
- Resources that support pupils with structure and routine
- A supportive environment which promotes self-esteem and self-regulation of behaviours. This may mean that they have access to sensory equipment to support their self-regulation or activities and interventions to support their well-being and mental health.

The curriculum, teaching and learning

Our Creative Curriculum and ASEN Dream Curriculum is well-planned and sequenced, taking account of pupils prior learning to support them to make links in their learning enabling them to remember more (see Curriculum Policy and Teaching, Learning and Feedforward Policy). Our Creative Curriculum provides;

- Teaching that is planned with all pupils in mind.
- Lessons that encourage the participation of all pupils.
- Motivation so that pupils are actively involved in their own learning.
- Encouragement so that pupils support one another's learning.
- Appropriately supportive to the pupil if they are experiencing difficulties.
- A culture of mutual respect through underpinning the principles of our behaviour policy.
- Pupils have an understanding that they are in a safe environment where they are able to speak to an adult if they are worried or upset.

- Assessment that contributes to the achievement of all pupils.

Teaching our Ashwood children and pupils about Protected Characteristics

- Statutory Relationships Education guidance (2019) states that schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of diversity, equality and respect. This includes complying with the relevant provisions of the Equality Act 2010, including promoting children's understanding of the protected characteristics.
- Schools are not required to teach about all the protected characteristics in every year group; as an academy, we have planned our curriculum.
- Our curriculum is planned and delivered so that children develop age-appropriate knowledge and understanding during their time at Ashwood Spencer Academy.
- Teaching must be integrated appropriately into the curriculum, rather than addressed separately or in one-off lessons.
- Age appropriate texts are used across our curriculum in all year groups to promote and celebrate diversity and equality
- The tables below show how the protected characteristics are sequentially taught and explored in each year group through our PSHE curriculum.

Year 1

Protected Characteristic	When?	How?
Age	Summer 2	• Recognising, valuing and celebrating physical similarities and differences between themselves and others in their class or school • Describing what is special and unique about themselves as individuals • Developing respectful and kind behaviours towards others • Understanding bullying • Exploring and learning about different kinds of families
Disability	Autumn 2	
Gender reassignment	Autumn 2	
Pregnancy and maternity	Summer 2	
Race	Autumn 2	
Religion or Belief	Autumn 2	
Sexual Orientation		
Marriage and Civil Partnership		

Year 2

Protected Characteristic	When?	How?
Age	Summer 2	- Exploring and describing our special people, groups and communities, e.g. relatives, faith groups - Recognising, valuing and celebrating physical and non-physical similarities between themselves and others - Understanding bullying and how it feels to be left out based on a personal quality or characteristic, e.g. gender or disability - Understanding gender stereotypes - Understanding how we can grow from young to old - Understanding human rights, in particular children's rights
Disability		
Gender reassignment	Autumn 2	
Pregnancy and maternity	Summer 2	
Race		
Religion or Belief		
Sexual Orientation		
Marriage and Civil Partnership		

Year 3

Protected Characteristic	When?	How?
Age	Summer 2	- Developing respectful and tolerant behaviours - Understanding the effects of physical and verbal bullying towards others and how our actions can affect others - Understanding how babies grow and their needs - Developing an awareness of how other children have different lives - Exploring different kinds of families
Disability	Summer 1	
Gender reassignment	Autumn 2	
Pregnancy and maternity	Summer 2	
Race	Autumn 2, Summer 1	
Religion or Belief	Autumn 2	
Sexual Orientation	Autumn 2	
Marriage and Civil Partnership		

Year 4

Protected Characteristic	When?	How?
Age		- Exploring a range of ways that people are different to each other in the U.K (including differences of race, gender, age, culture, religion) - Explaining the benefits of living in a
Disability	Autumn 2	
Gender reassignment	Summer 2	
Pregnancy and maternity	Summer 2	

Race	Autumn 2	diverse society - Developing respectful and tolerant behaviours - Understanding and challenging stereotypes, particularly gender - Understanding different kinds of relationships - Understanding and showing appreciation for people in our lives - Enjoying and respecting our cultures
Religion or Belief	Autumn 2	
Sexual Orientation	Autumn 2, Summer 2	
Marriage and Civil Partnership		

Year 5

Protected Characteristic	When?	How?
Age	Summer 2	- Developing an understanding of discrimination against protected characteristics taught so far - Understanding the importance of mutual respect for different faiths and beliefs and knowing ways to demonstrate this - Understanding and challenging stereotypes and bullying linked to gender, gender expression and sexual orientation - Rights and responsibilities online
Disability		
Gender reassignment	Summer 2	
Pregnancy and maternity	Summer 2	
Race	Autumn 2, Spring 1	
Religion or Belief	Autumn 2, Spring 1	
Sexual Orientation		
Marriage and Civil Partnership		

Year 6

Protected Characteristic	When?	How?
Age	Autumn 2	- Learning about how differences can cause conflict and how these can be resolved - Learning about a baby's journey from conception to birth - Understand physical attraction, consent and boundaries - Learning about rights and responsibilities
Disability	Autumn 2	
Gender reassignment	Summer 2	
Pregnancy and maternity	Summer 2	
Race	Autumn 2	
Religion or Belief	Autumn 2	
Sexual Orientation	Summer 2	
Marriage and Civil Partnership		

Monitoring

Staff will remain vigilant to behaviours which are unlawful as set out in The Equalities Act (2010):

- Direct discrimination
- Indirect discrimination
- Harassment
- Victimisation.

The Spencer Academy Trust's Equality and Diversity Policy provides clarity on the differing types of unlawful behaviours as:

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat or would treat other people: for example, if a pupil was refused a place in the choir because of their race.

Indirect discrimination occurs when a "provision, criterion or practice" is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic. An example might be holding a parents' meeting on a Friday evening, which could make it difficult for observant Jewish parents to attend, or arranging the weekly CPD sessions for teachers on days when no part time staff are available for work.

It is a defence against a claim of indirect discrimination if it can be shown to be "a proportionate means of achieving a legitimate aim". This means both that the reason for the rule or practice is legitimate, and that it could not reasonably be achieved in a different way which did not discriminate.

Harassment has a specific legal definition in the Act. It is "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person".

Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done ("a protected act") in connection with the Act. A protected act might involve, for example, making an allegation of discrimination or bringing a case under the Act, or supporting another person's complaint by giving evidence or information, but it includes anything that is done under or in connection with the Act.

Monitoring arrangements

The principal will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

This document will be reviewed by the governing board and principal at least every 4 years.

This document will be approved by the governing board and the principal.

References and Links to Research

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Appendix I: Equality Action Plan 2023-2024.

Equality Action Plan 2023 - 2024							
Objective	Action(s)	Led by	Resources	Start date	Review date	Success Criteria	Monitoring Outcomes
1.All staff are confident in responding effectively to prejudice related comments made by pupils.	Participation in Derby City's Inclusion Charter:	DCC	https://derbydi-rection.org.uk/inclusion-charter/	Jan 2023	Ongoing	By July 2025 all of our staff will feel confident in responding effectively to prejudice-related comments, as shown in the annual staff survey	Behaviour data
	Review of response to behaviour incidents to ensure a consistent response.	KS					Class dojo CPOMs
	Effective proactive programmes of support provide structure for restorative practice relating to behaviour incidents	KS					Interventions Restorative conversations.

	Parent workshops to support behaviours in the home.						
2.To improve the attendance rates of White British pupils to meet a 96% target by the end of the 2024/25 academic year.	Provide robust action planning to raise attendance and reduce PA through: • Implementation of the Attendance 2022/23 action plan. • Monitoring and reviewing progress • Sequential action planning to improve attendance	JW/KS SLT	Attendance Action plan	Jan 2023	Ongoing	The attendance rates of White British pupils will improve year-on-year to meet a 96% target by the end of the 2024/25 academic year.	Attendance data Review of progress against objectives on action plans
3, To achieve Makaton Friendly status with all staff trained to support pupils with Autism Spectrum Condition (ASC)	Makaton Friendly Bronze award achieved. • Staff and pupils engage in sign of the week • Staff promote Makaton in assemblies/school choir • In-House Makaton Trainer • All staff to attend Makaton Taster, • 50% of staff achieve Makaton Level 1.	KS	https://makaton.org/TMC/The_Makaton_community/Sign_of_the_Week.aspx https://makaton.org/TMC/Makaton_Friendly/Makaton_Friendly_Educational	Jan 2023	Ongoing 2024 2025	The school will achieve Makaton Friendly status and all staff will receive CPD on supporting pupils with Autism Spectrum Condition (ASC) by engagement with materials from the Autism	Sign of the week Twitter Qualifications

	- Inclusion Lead supports DCC to train Autism Ambassadors across the city. - Attendance at Autism Ambassador CPD - Autism Ambassador in place at Ashwood - All teaching staff engage in AET resources and materials.	KS	on_Health_Social_Care_unauthenticated.aspx		March 23 Sept 23 Ongoing (after CPD) ongoing	Education Trust by 2024/2025	Attendance log Award CPD logs Learning Walks.
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