ASPIRE LEARNING PARTNERSHIP OF SCHOOLS

Equality, Diversity & Inclusion Policy

Date of Approval:	**21 May 2025**
Date of Next Review:	**May 2026**
Signed: Executive Headteacher	**M Talbot**
Signed: Chair of Governors	**M Hall**

Document History

Date	Change Reference	Summary of Change
15.05.2025	Throughout	Amalgamation of individual school EDI policies to one ALPS policy

Policy Statement

At Aspire Learning Partnership of Schools (ALPS), we are committed to creating an inclusive, respectful and welcoming learning environment for all members of our different school communities. Every child has the right to thrive, feel safe, and reach their full potential regardless of their background, identity or circumstances.

We celebrate diversity and actively promote equality and inclusion in all aspects of school life. This policy supports our duties under the **Equality Act 2010** and presents our Federation wide EDI objectives across all our schools.

Legal Framework

This policy is underpinned by:

- **Equality Act 2010**
- **Public Sector Equality Duty (PSED)**
- **Human Rights Act 1998**
- **Children and Families Act 2014**
- **SEND Code of Practice**

Our Commitment

We will:

- Ensure all children feel valued, seen, and heard.
- Challenge all forms of discrimination, harassment, victimisation and inequality.
- Foster a culture of respect, understanding and positive relationships.
- Equip pupils with the knowledge and skills to live in a diverse society.
- Ensure policies and practices are inclusive and fair to everyone.
- Promote equality of opportunity for all pupils, staff and families.

We acknowledge and work to eliminate discrimination based on:

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

Promoting Equality, Diversity and Inclusion (EDI) in School Life

Our EDI objectives across the Aspire Learning Partnerships of Schools:

1. Promote Equality of Opportunity

2. Foster Good Relations Between Different Groups

3. Eliminate Unlawful Discrimination and Harassment

4. Embed EDI into the Curriculum

5. Develop Staff Understanding and Capacity

6. Engage Parents and the Wider Community

7. Monitor and Evaluate EDI Progress

How we achieve these EDI objectives:

Curriculum & Teaching:

- Across all ALPS schools, we teach a diverse curriculum that reflects a wide range of backgrounds, voices and experiences.
- Teaching materials are reviewed and adapted to ensure they are inclusive and free from bias.
- Differences are celebrated and explored through assemblies, Personal Social Health Education (PSHE), Religious Education (RE) and cultural events.

Staffing & Training:

- ALPS recruit and support staff fairly and without bias.
- Staff receive annual training on safeguarding and prevent duties. Staff also access additional ongoing training via PEP:mk, Milton Keynes City Council and other organisations on items such as Adverse Childhood Experiences (ACE), disability awareness and inclusive practice.
- ALPS support ongoing professional development.

Leadership & Governance:

- The Executive Headteacher, Heads of School and Governing Body lead on EDI and review progress annually via this policy and other meetings.
- Pupil voice, parent feedback and staff input inform decision-making.

Behaviour & Anti-Bullying:

- All forms of bullying, prejudice or discriminatory behaviour are addressed promptly utilising each schools' Pupil Behaviour Policy and ALPS Anti-Bullying Policy.
- Children are taught explicitly to value and respect differences.
- Incidents are recorded and monitored for patterns or concerns.

Inclusion for All:

- We ensure accessibility for pupils with Special Educational Needs & Disabilities (SEND), English as an Additional Language (EAL), and those from disadvantaged backgrounds.
- Adjustments are made to support children's individual needs wherever possible.
- Pupil premium funding is aimed at narrowing attainment gaps and removing barriers to learning.

Monitoring and Evaluation

- We analyse data (e.g. attainment, exclusions, participation) by group to identify inequalities. These are reported to Governors in each Head of School's report three times a year.
- Senior Leadership Team meetings review data on a weekly basis.
- Policies and practices are regularly updated to reflect feedback and changing needs.
- EDI objectives are reviewed every four years.

Roles and Responsibilities

- **Executive Headteacher**: Overall responsibility for policy implementation.
- **Heads of School**: Operational responsibility for policy implementation at each school.
- **All Staff**: Expected to uphold EDI values in their daily work.
- **Governors**: Monitor EDI performance and hold school leaders to account.
- **Pupils**: Encouraged to respect and celebrate diversity.
- **Parents/Carers**: Partners in supporting our inclusive ethos.

Reporting Concerns

Any concerns about discrimination or unfair treatment should be reported to the Head of School. All concerns will be taken seriously and handled in line with our complaints or safeguarding procedures.

Conclusion

At Aspire Learning Partnership of School (ALPS), we want every child and family to feel a strong sense of belonging. Equality, Diversity and Inclusion are at the heart of each of our schools' mission statements and curriculum drivers.