

EQUALITY STATEMENT

AIM Academies Trust is committed to ensuring equality of education and opportunity. We aim to create a supportive and inclusive environment in which all individuals are free from discrimination or harassment and in which all decisions are based on merit.

The principles of non-discrimination and equality of opportunity apply to the way in which AIM Academies Trust treats its students, its staff both existing and former, visitors, volunteers and contractors.

AIM Academies Trust does not discriminate on the basis of any protected characteristic, either directly or indirectly. Nor does it discriminate against those by association or by perception of any protected characteristic.

The protected characteristics, as defined by the Equality Act 2010, are: -

- Age (employees)
- Disability
- Gender Reassignment
- Marital/Civil Partnership Status (employees)
- Pregnancy and maternity status
- Race
- Religion, faith or belief
- Sex
- Sexual Orientation

The achievement of all students will be monitored to raise standards and ensure inclusive teaching.

We aim to provide our students with a firm foundation which will enable them to fulfil their potential. We will seek to eliminate unlawful discrimination against students and staff by adhering to our duties under the relevant legislation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our academies.

This Equality Statement has been developed to help us meet our obligations under the Equality Act 2010 and the Equality Act 2010 (Specific Duties) Regulations 2011.

The Equality Duty has two parts – the general duty and the specific duties.

The General Duty requires us to consider how our policies, practices and day-to-day activities impact on students and staff. We must have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations between people who share a protected characteristic and those who do not share it.

The Specific Duties require us to:

- Publish information to show how we are complying with the Equality Duty. This will be updated annually;
- Prepare and publish one or more specific and measurable equality objectives at least every four years.

Our Equality scheme is managed by a senior leader with input from across the Trust ensuring that there is extensive consultation and involvement from a representative cross-section.

The Trust Board is responsible for ensuring that AIM Academies Trust Schools meet the requirements of equality legislation. Essentially this means they will:

- Ensure the Schools takes all reasonable steps to ensure that its employees do not carry out unlawful discriminatory actions or behaviour;
- Support and guide the Schools to have 'due regard' for equality in all its functions;
- Ensure the Schools complies with the Equality Duty and meets the two 'specific duties' for schools.

Our equality priorities and targets are to:

Recruitment, retention and development of staff

- Take positive steps to encourage applications for leadership posts from people reflective of the diversity of the students and the local community by summer 2025;
- Take positive steps to encourage applications for teaching and non-teaching posts from people reflective of the diversity of the students and the local community by summer 2025;
- Ensure there is high quality Professional Development available for all teachers to ensure all staff are given the opportunity to professionally flourish;
- Ensure that there are opportunities for external professional development for a diverse range of staff members.

Outcomes and school leaver destinations for all students

- Ensure that all groups of students have access to wider enrichment opportunities through the implementation and tracking of our enrichment curriculum.
- Improve the reading ages for students who on entry to Year 7 are below their chronological age and below functional literacy levels through various interventions such as DEAR, ToebyToe, Fresh Start and Lexia.
- Identify any gaps in attainment and progress between different groups of students at the end of each key stage at the end of the academic year and prioritise for interventions in the Academy Development Plan.