



**ASM Sports (UK) Limited | Equality, Diversity &  
Inclusion Policy | JANUARY 2023**

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Signature of Policy/Procedure Leader	Signature of Managing Director	
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## 1. Policy Aim

At ASM Sports, we are committed to ensuring equality of provision and opportunity for all children, staff, parents, and carers receiving services from within schools, holiday clubs, community sessions, HAF clubs, birthday parties or any other session ran on behalf of or where ASM Sports is involved. This is irrespective of race, gender, disability, faith or religion or socio-economic background and we aim to develop a culture of inclusion and diversity in which all those connected to ASM Sports feel proud of their identity and able to participate fully in life at our sessions. The participation of children at ASM Sports will consider their race, gender and disability and will use this data to monitor and support them, raise standards and ensure inclusivity of provision. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At ASM Sports everyone is treated equally and fairly, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, and visit here. We aim to provide opportunities for all sections of the community and continue to strive to create an inclusive working environment in which difference is recognised and valued. Bringing together people from diverse backgrounds and giving each person the opportunity to contribute their skills and experience will help us to respond more effectively to the needs of the people we serve.

## 2. Equality Definition

Equality of opportunity is all sections of society having the access to the same status, rights, and responsibilities for all our members of said society, group, or family. However, equal treatment involves much more than simply treating everyone alike; it requires recognition that some groups and individuals have particular and specific requirements that need to be met if they are to enjoy equal access to the opportunities available at ASM Sports.



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### **3. Diversity Definition**

Diversity is about celebrating and valuing how different we all are. This is strongly linked with promoting human rights and freedoms, based on principles such as dignity and respect. Diversity is about recognising, valuing and taking account of people's different backgrounds, knowledge, skills, and experiences, and encouraging and using those differences to create a productive and effective workforce.

Diversity is something that applies to everyone and is part of everything we do at ASM Sports. It is an important part of our work and not just a side issue. It requires everyone to play a full part. It is important to recognise that none of us fit neatly into separate 'packages' which can be neatly labelled or discriminated against.

### **4. Inclusion Definition**

Inclusion is a state of being valued, respected, and supported. It is about focusing on the needs of every individual and ensuring the right conditions are in place for each person to achieve his or her full potential. For ASM Sports this means designing and operating flexible services, practices and procedures that take appropriate account of the needs of employees, customers, and stakeholders.

### **5. Relationship to Guidelines, Procedures, Other Policies & Legal Requirements**

We welcome our duties under the Equality Act 2010. The general duties are to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations.



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We understand the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the Act covers the groups listed below:

- Age (for employees not for service provision)
- Disability
- Race
- Sex (including issues of transgender)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for employees)

In advancing equality of opportunity:

- We aim to remove or minimise disadvantages suffered by people due to their protected characteristics.
- We aim to meet the needs of people with certain protected characteristics where these are different from the needs of other people.
- We encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

To meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:



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- Publish equality information – to demonstrate compliance with the general duty across its functions (we will not publish any information that can specifically identify any child).
- Prepare and publish equality objectives.

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provision.

This will include the following functions:

- Admissions
- Attendance
- Attainment and progress
- Exclusions
- Prejudice related incidents
- Participation

Our objectives will detail how we will ensure equality is applied to the functions listed above. However, where we find evidence that other functions have a significant impact on any group, we will include work in this area.

We use evaluation and data collection to inform our decision-making and assess the impact on equality of our decision-making, policies, and practices. We also welcome our duty under the Education Act 2011 to demonstrate how the education we provide meets the needs of the range of children within our business.

In fulfilling our legal obligations, we will:

- Recognise and respect diversity.
- Foster positive attitudes and relationships, and a shared sense of belonging.



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- Tackle prejudice and promote understanding between people from diverse groups.
- Observe good equalities practice, including staff recruitment, retention and development and procurement.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely.
- Strive to ensure that the communities within, around and beyond ASM Sports will benefit.
- Follow guidance from the Local Authority, HR Department on equality in recruitment, selection and employment.
- Use the Academy complaints procedure initially to deal with any complaints under the Equality Act 2010, use the Questions Procedure and, for any complaints not resolved internally, use the Local Authority complaints procedure.

## 6. Policy Statements

Mainstreaming equality into policy and practice – as well as the specific actions set out beneath this plan, ASM Sports operates equality of opportunity in its day-to-day practice in the following ways: Teaching, Learning and Delivery – we aim to provide all children with the opportunity to succeed, and to reach the highest level of personal achievement.

To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of children.
- Monitor achievement data by ethnicity, gender, disability, and action any gaps.
- Take account of the achievement of all children when planning for future activities.
- Ensure equality of access for all children and prepare them for life in a diverse society.



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- Use materials that reflect the diversity of the ASM Sports, population, and local community in terms of race, gender, and disability, without stereotyping.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- Provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their child's journey with ASM Sports.
- Encourage discussion of equality issues, which reflect on social stereotypes, expectations, and the impact on learning.
- Including teaching/delivery and approaches appropriate for the children, which are inclusive and reflective of our customers.

#### **7. Admissions/Bookings and Exclusions**

Our admissions/bookings are fair and transparent, and do not discriminate on race, gender, disability, or socio-economic factors.

Exclusions will always be based on the ASM Sports Behaviour Policy. Where any exclusions occur, this will always be the last resort available to us and we will monitor these to avoid any potential adverse impacts and ensure any discrepancies are identified and dealt with.

#### **8. Access Arrangements**

ASM Sports adheres to the definitions in relation to access arrangements and ensures that any venue/school we use has taken account of, reasonable adjustments, disability, special educational needs and learning difficulties. In line with legislation, we will make all decisions about access arrangements based upon: Whether the child has a substantial and long-term impairment which has an adverse effect, in conjunction with the access arrangement being the pupil's normal way of working with ASM Sports – demonstrating the involvement of the staff in determining the need for the access arrangement.



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## 9. Reasonable Adjustments

The Equality Act 2010\* requires an organisation to make reasonable adjustments where a participant, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The organisation is required to take reasonable steps to overcome that disadvantage.

An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille.

Any reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on several factors which will include but are not limited to:

- the needs of the disabled candidate.
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the business.
- involves unreasonable timeframes; or
- affects the security and integrity of the provision.

This is because the adjustment is therefore not “reasonable,” However, all will be done to accommodate.







## **10. Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at ASM Sports. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made based on merit and ability and in compliance with the law. We are, however concerned to ensure that wherever possible the staffing at ASM Sports reflects the diversity of our community.

## **11. Employer Duties**

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating responsibilities or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Senior Leadership Team support to ensure equality of opportunity for all.

## **12. Equality and the Law**

There are several statutory duties that must be met by every organisation in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The action plan at the end of this Equality Plan outlines the actions ASM Sports will take to meet the general duties detailed below.





### **13. Race Equality**

This section of the plan reflects the general and specific duties of organisations as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000. The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination.
- Promote equality of opportunity.
- Promote good relations between people of different racial groups. Under our specific duty we will:
- Prepare an Equality Plan which includes our written policy for race equality.
- Assess the impact of our policies, including this plan, on children, staff and parents by ethnicity including the achievement levels of them.
- Monitor the impact our plans and policies have on such children, staff, and parents towards raising the achievement of minority ethnic groups.

### **14. Disability**

Definition of disability – the Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to conduct normal day-to-day activities’.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis, and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer must demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.





Legal duties – The Disability Discrimination Act (DDA) 2005 placed a general duty on organisations, requiring them to have due regard for the following when conducting and delivering services:

- Promoting equality of opportunity between disabled people and other people.
- Eliminating discrimination and harassment of disabled people that is related to their disability.
- Promoting positive attitudes towards disabled people.
- Encouraging participation in public life by disabled people.
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them.
- Review and revise this scheme every three years.

## **15. Gender Equality**

The Gender Equality Duty 2006 places a general and specific duty on academies to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male children and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment.
- Promote equality between men and women.

Under our specific duty we will:





- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them.
- Review and revise this scheme every three years.

## **16. Sexual Orientation**

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30th April 2007, and they make discrimination unlawful around goods, facilities, and services on grounds of sexual orientation. For organisations this means admissions, benefits and services for children and treatment of children.

## **17. Community Cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on educational organisations to promote community cohesion. Community cohesion encompasses promoting good relations between children from different races, faiths / beliefs, and socio-economic backgrounds. The duty came into force on 1st September 2007.

## **18. Consultation and Involvement**

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, children, parents, and carers.

We have achieved this by using the following to shape the plan:

- Input from staff surveys or through staff meetings/INSET.
- Feedback from each PSCE Days.





- Parental feedback and questionnaires
- Issues raised in annual reviews or reviews of progress on Individual Education Plans, Personalised Provision Maps, mentoring and support.
- Feedback at Governing Body meetings.

### **19. The Role of all Staff – Teaching & Non-Teaching**

- All staff will ensure that all children are treated fairly, equally and with respect, and will maintain awareness of the ASM Sports Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism, or homophobia, and record any serious incidents, drawing them to the attention for either the Lead or Deputy Lead Person for Equality and Inclusion or the Managing Director.
- Staff or support staff should be encouraged to intervene in a positive way against any discriminatory incidents.

### **20. Tackling Discrimination**

Harassment on account of race, gender, disability, or sexual orientation is unacceptable and is not tolerated within the environment at ASM Sports.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a children's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a Lead/Deputy Lead and or Managing Director where necessary.





All incidents are to be reported to either the Lead or Deputy Lead Person for Equality and Inclusion or the Managing Director and racist incidents are reported to be reported the Local Authority on a termly basis. What is a discriminatory incident? - Harassment on grounds of race, gender, disability, sexual orientation, or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes, and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'Any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation, or gender.
- Use of derogatory names, insults, and jokes.
- Racist, sexist, homophobic or discriminatory graffiti.
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia.
- Bringing discriminatory material into the Alpha Academies Trust.
- Verbal abuse and threats.
- Incitement of others to discriminate or bully due to victim's race, disability, gender, or sexual orientation.
- Discriminatory comments during discussion.
- Attempts to recruit others to discriminatory organisations and groups.
- Ridicule of an individual for difference e.g., food, music, religion, dress etc.
- Refusal to co-operate with other people on grounds of race, gender, disability, or sexual orientation.



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## **21. Responding to and Reporting Incidents**

It should be clear to children and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the everyone at ASM Sports.

This process should be as follows:

*Incident*

*Member of staff to investigate further (if incident reported) or challenge behaviour immediately*

*Response to victim and family*

*Response to perpetrator and family Incident form to be completed and filed.*

*Incidents to be reported to the Lead/Deputy Lead or Managing Director and Local Authority on a termly basis.*

*Action taken to address issue with children if necessary*

## **22. Review of Progress & Impact**

We have a rolling programme for reviewing our policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and going with action plan on a three-year cycle. We make regular assessments of children' learning and engagement with ASM Sports and use this information to track the children's progress and interactions. As part of this process, we regularly check achievement and participation by ethnicity, gender, and disability, to ensure that all groups of children are making the best possible progress and take appropriate action to address any gaps.



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### **23. Publishing the Plan**

To meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Make the plan available to all relevant parties.
- Raise awareness of the plan through staff meetings and other communications.
- Make sure hard copies are available. This policy applies to all staff. Unless otherwise indicated the following terms are interchangeable:

Monitoring the Effectiveness of the Policy

The effectiveness of this policy will be reviewed annually, and the necessary recommendations for improvement will be made to the Directors.

### **24. Approval**

The policy should be reviewed annually (or sooner in the event of revised legislation or guidance)



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