



Grange Academy

Belong · Believe · Achieve

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 14: You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15: You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 23: You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 30: You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

Article 40: You have the right to legal help and fair treatment in the justice system that respects your

Equality and Diversity Policy

Policy Status: Statutory

Review Cycle: Annually

Owner: Rachel Timms - Headteacher

Date: January 2023

Approved by: Local Governing Body (LGB)

Date: January 2023

Review Date: January 2024

Introduction

Grange Academy is committed to providing outstanding educational opportunities for all our pupils. We are proud of our diverse community of pupils, staff and stakeholders, and are committed to

excellence in teaching and learning by ensuring there is equality of opportunity for all, fostered in an environment of mutual respect and dignity.

As used within this policy, 'equality' means ensuring everyone is able to participate in all our activities. 'Diversity' acknowledges there are differences between people, which should be recognised, respected and celebrated.

Context

On 6 April 2011 public bodies were required to publish information showing how they comply with the new equality duty and setting equality objectives. The published information must be updated at least annually and there is an additional requirement to publish objectives at least once every four years.

Grange Academy is required to evidence how it meets the requirements of the Equality Act 2010 in terms of its pupils but also as an employer in terms of staff. In addition, it should recognise its wider responsibilities to parents/carers, Local Governing Board members and other stakeholders.

What is the equality duty?

Previously public bodies were bound by three sets of duties to promote disability, race and gender equality. In April 2011 these were replaced by a single public sector equality duty.

This new duty extends to all the aspects of a person's identity – known as 'protected characteristics' – that are protected under the Equality Act 2010. These are:

- race
- disability
- sex
- age
- religion or belief
- sexual orientation
- pregnancy and maternity
- gender reassignment

The equality duty has two main parts: the 'general' equality duty and 'specific duties'.

The general equality duty sets out the equality matters that we need to consider when making decisions that affect pupils or staff with different protected characteristics. This duty has three elements. In carrying out their functions, public bodies are required to have 'due regard', when making decisions and developing policies, as such:

- We welcome our duties under the Equality Act 2010 to eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Act and to advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We also welcome our duties under the Gender Recognition Act 2004 and the Human Rights Act 1998 to ensure that our school is Inclusive and welcoming to all.
- We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Guiding principles

We aim to:

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.
- Have due regard to the need to advance equality of opportunity. This can be defined further in the Equality Act 2010 as having due regard to the need to:
 - Remove or minimise disadvantages
 - Take steps to meet different needs
 - Encourage participation when it is disproportionately low

In order to help educational establishments in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

- To publish information to demonstrate how they are complying with the equality duty, at least annually
- To prepare and publish one or more specific and measurable equality objectives, at least every four years.

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face in relation to

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised. We also recognise the rights of transgender and non-binary individuals and do all we can to ensure all individuals are welcome. For example, avoiding gender specific activities and providing gender neutral toilet facilities.
- religion, belief or faith background
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual, homophobic or transphobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whatever their age
- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men and those with a transgender or non-binary identity.

Principle 6: We consult and involve widely.

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and both girls and boys and those who identify as transgender or non-binary, or any other gender identify
- LGBTQI people as well as straight

Principle 7: Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled

- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, and both girls and boys, and those of all gender identities.
- LGBTQI people as well as straight.

Principle 8: We base our policies and practices on sound evidence.

We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives. Evidence relating to equalities is integrated into our self-evaluation documentation.

Principle 9: Measurable objectives

We formulate and publish specific and measurable objectives, based on the consultations we have conducted (principle 6) and the evidence we have collected and published (principle 8). The objectives which we identify, take into account national and local priorities and issues, as appropriate.

Our equality objectives are integrated into the school improvement plan. We keep our equality objectives under review and report annually on progress towards achieving them as part of the relevant Headteacher's report.

The curriculum

- We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.
- All subject leaders and the ISLT monitor the curriculum to ensure that all pupils have equal access to opportunities to participate in, and experience a range of sports, arts and curriculum subjects. It is a whole school ethos to ensure that all pupils are included and that SEND needs, Religious and cultural traditions are respected to enable every individual to participate. This means that additional support or resources may be deployed to enable this.

Principles of equality at Grange Academy

The diversity within the pupil population is recognised, valued and celebrated. We believe that all pupils are:

- entitled to the best possible education that respects and addresses their individual learning needs
- should be free from discrimination, harassment or bullying, particularly with regard to their protected characteristics
- given the opportunity to express their opinions and concerns with regard to Grange Academy and its discharging of its responsibilities with regard to equality
- have equality of opportunity with regard to learning experiences within and outcomes beyond Grange Academy life.
- expected to work within Grange Academy Equality & Diversity Policy.

All staff at Grange will make reasonable adaptations to maximise accessibility for all pupils and to all aspects of the curriculum and environment. They will ensure that appropriate support is put in

place or, if necessary, sanctions taken when needed. Grange Academy will set, monitor and update targets and practices designed to narrow the achievement gap for all pupils.

In addition to this, Grange Academy will ensure that all staff:

- have equality of opportunity with regard to support, mentoring, training and career progression
- are expected to work within Grange Academy's Equality & Diversity Policy and have appropriate support put in place or, if necessary, sanctions when needed
- are recognised, valued and celebrated and, as far as possible, utilised positively to the benefit of that individual, and pupils
- will be expected to behave as role models for pupils and to reflect the aims and expectations of this policy at all times
- ensure annual objectives are implemented; these are included in the School Improvement Plan.

Grange Academy will:

- ensure that resources are utilised fairly for the equal benefit of all pupils.
- make all reasonable and permissible adjustments to the fabric of the building and surrounding grounds to ensure a safe and accessible environment for all pupils, staff and visitors
- actively challenge all discrimination (racist, sexist, homophobic or otherwise), harassment or bullying
- recognise its role within the community of its pupils and their homes and within the wider community to present a positive image of its pupils, recognising their abilities and achievements, celebrating their diversity
- collect and analyse data to ensure it is effectively monitoring both the successes and the achievement gaps between individual pupils but also between protected characteristics and their sub-groups (e.g. specific groups of ethnic origins)
- Share the data and its associated analysis with the Local Governing Body.

Responsibilities

Local Governing Body (LGB)

- To review and approve this policy on an annual basis
- To review progress against Grange Academy's Equality Objectives on an annual basis
- To monitor Equality throughout Grange Academy through monitoring of data reports and the feedback from LGB members

Senior Leadership Team

- To ensure this policy is updated annually and is disseminated to all staff
- To ensure that all pupils are aware of Grange Academy's position on equality and how it relates to them
- To ensure all policies, documents and actions are assessed for their impact in terms of equality
- To ensure this policy is adhered to at all times

Staff

- To ensure this policy is promoted and adhered to at all times

- To model best practice in terms of equality at all times
- To ensure that equality and diversity is an integral part of all lesson planning and delivery

Addressing prejudice related bullying

Grange Academy is opposed to all forms of prejudice which stand in the way of fulfilling the legal and ethical duties of the Equality Act 2010, including:

- Prejudice around disability and special educational needs
- Prejudice reflecting sexism and homophobia
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example, antisemitism, Islamophobia and those that are directed against Travellers, migrants, refugees and people seeking asylum.

There is guidance in the behaviour policy on how prejudice related incidents should be identified, assessed, recorded and dealt with by senior staff. The Deputy Head records incidents and analyses trends and how they are dealt with. The Headteacher ensures regular staff training.

Related policies and procedures

- Positive Behaviour Management Policy
- Relationships and Sex Education Policy
- SEND Policy