



**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 rights.

Article 42: You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Equality, Diversity, and Inclusion Policy

Policy Status: Statutory

Review Cycle: Annually

Owner: Rachel Timms Headteacher

Date: January 2026

Approved by: Local Governing Body (LGB)

Date: January 2026

Review Date: January 2027

At Grange Academy we work hard to eliminate direct and indirect discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between all those within our school community within an atmosphere of mutual respect and dignity. We do this with regard to the nine protected characteristics listed in the Equality Act 2010. These characteristics are:

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

A glossary which defines these terms and additional terms related to equality, diversity and inclusion can be found in Appendix 1.

Our duties under the Equality Act also 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.

The Education and Inspections Act 2006 requires us to promote community cohesion and at Grange Academy we work towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist.

Our commitment to equality, diversity and inclusion is reflected in our school policies and procedures, especially those related to (but not limited to):

- accessibility
- behaviour
- anti-bullying
- uniform
- recruitment
- Relationships and Sex Education
- Special Educational Needs
- home-school agreements

Our school ethos and values:

At Grange Academy we believe that every pupil is valued, talented and is encouraged to be the very best they can. Our ethos is underpinned by our commitment as a UNICEF Gold Rights respecting school and every member of the community is expected to uphold our values of 'belong, believe and achieve'. We recognise, value and celebrate our pupils' diversity and uniqueness. We believe that they are entitled to the best possible education, that respects and meets their learning needs. We believe that they should flourish in an environment which is free from harassment or bullying, particularly if it is related to their protected characteristics.

Our school profile:

Grange Academy is a specialist school, all of our 160 pupils have special needs/ disabilities and EHCPs related to moderate learning difficulties, autism, sensory needs and sometimes, other complex issues. We have more male than female pupils (approximately 2/3 of pupils are male).

Approximately 50% of our pupils are eligible for free school meals, higher than the national average of 23.8% 22/23 figures).

Our pupils come from a range of various ethnicities: 63% White British, 9% AOWB, 4% White and Black Caribbean, 4% Black African with 11 other ethnicities represented by a small number of children.

35% pupils identify as having no religion, 39% as a Christian denomination and 4% Islamic, with 3% Sikh. Others did not disclose the information (25/26 figures).

Fulfilling our public sector equality duty:

How we eliminate discrimination, harassment and victimisation:

Grange Academy does not tolerate direct or indirect discrimination, harassment or victimisation of anyone within our school community, and we are opposed to all forms of prejudice.

- Our school has robust procedures for dealing with prejudice-related incidents and all staff receive regular training on these. All incidents are recorded, and this data is shared with the governing body and analysed so that any trends can be identified, and action plans put in place. Further information on these procedures can be found in our Behaviour Policy and they are also referenced in the Staff Handbook and Anti bullying policy.
- The Staff Handbook outline the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by staff using the online 'staff concern form'
- The Complaints Policy outlines the procedures for reporting and responding to any complaints, including incidents of discrimination, harassment and victimisation experienced by parents and carers and the wider school community.

How we advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it:

Treating people equally does not mean treating them all the same. We recognise that people have different needs, different experiences, different outlooks and face different barriers to achieving positive outcomes.

- We collect and monitor data broken down by different protected characteristics in order to identify inequalities and disparities within our Pupil population in terms of:
 - Progress and attainment
 - Admissions (although that we recognise that this is decided purely on SEND needs in line with our school purpose).
 - Attendance
 - Rewards, sanctions and exclusions

and within our staff population in terms of:

- Recruitment, retention, training and promotion
- Capability, disciplinary and complaints

We employ appropriate interventions where necessary in order to address disparities. Please see our Equalities Objectives and Action Plan for further details.

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

- We assess our policies and procedures to ensure that no individuals or groups are disadvantaged and to identify opportunities for positive action.
- We make reasonable adjustments to ensure that our school environment and its activities are as accessible and as welcoming as possible to all, in some cases treating disabled people more favourably than non-disabled people where necessary. Please see our Accessibility Plan for further information.
- We ensure that pupils' work is differentiated appropriately, and that the curriculum is accessible to all pupils.
- We respect the religious beliefs and practice of staff and pupils and comply with reasonable requests relating to religious observance and practice.
- We take all reasonable steps to ensure the wellbeing and inclusion of transgender staff and pupils, including those who transition during their time at our school.

How we foster good relations between persons who share a relevant protected characteristic and persons who do not share it:

- We ensure that our curriculum offers opportunities to learn about people with a diverse range of identities.
- We teach our pupils to recognise and challenge stereotypes and prejudice and to value difference.
- We ensure that our resources challenge stereotypes and reflect the diversity of society.
- We take positive action to ensure that people with a range of different identities engage with our school community for example guest speakers, arts groups, school governors, parent/carer helpers etc.
- Our behaviour policy includes a requirement to respect other people and their different identities.
- We take steps to ensure diversity in our Pupil Parliament governing body and staff team.
- We celebrate diversity at every opportunity and hold regular assemblies and events celebrating diversity throughout the year.

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 ensure 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 people of all genders, 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.
- Whether or not they are married or in a civil partnership
- Whether or not they are pregnant or have recently become a parent

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.

Responsibilities:

The governing body is responsible for ensuring that:

- Our school complies with all equalities legislation relevant to our school community, and that this policy and its related procedures and action plans are implemented.
- A member of the governing body has a watching brief regarding the implementation of this policy.
- Our school and governors carry out equalities impact assessments on all other policies.
- All available data is used to consider equalities issues and to ensure adjustments to school policies and practices are made, including positive action where necessary.

The head teacher and senior management are responsible for:

- Overseeing the implementation of the Equality Policy.
- Ensuring that all who enter our school are aware of, and comply with, the Equality, Diversity and Inclusion Policy.
- Ensuring that staff are aware of their responsibilities and are given relevant training and support.
- Taking appropriate action in any cases of discrimination, harassment, victimisation and bullying.
- Regularly reviewing data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within our school.

All staff are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying.
- Understanding and complying with the Equality, Diversity and Inclusion Policy.
- Contributing to the action plan attached to the policy.
- Making reasonable adjustments to ensure disabled pupils do not experience discrimination or exclusion.
- Dealing with prejudice-related incidents, following the specific procedure.
- Attending training sessions as necessary to carry out this policy and keep up to date with equalities legislation.
- Challenging bias and stereotyping.
- Promoting an inclusive and collaborative ethos.

All parents/carers are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying.
- Understanding the ethos of our school and complying with our school's Equality, Diversity and Inclusion Policy.
- Ensuring that they and the young people that they are responsible for meet the expectations set out in the home-school agreement.

All visitors are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying in their engagement with our school.
- Complying with our school's Equality, Diversity and Inclusion Policy.

All pupils are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying.
- Understanding the ethos of our school and complying with our school's Equality, Diversity and Inclusion Policy.
- Reporting prejudice-related incidents.
- Understanding, valuing and celebrating diversity.
- Challenging stereotypes and prejudices.

Equality Objectives and Action Plan

In order to fulfil its Public Sector Equality Duty our school collects equality information on pupils and staff.

Using this information, our school analyses the following in terms of protected characteristics:

- Pupil attendance
- Pupil performance/achievement
- Pupil sanctions
- Pupil rewards
- Staff recruitment, retention and promotion
- Staff disciplinary and capability proceedings
- Records of prejudice-related incidents
- Complaints by parents and carers

Our school also conducts surveys with staff, pupils and parents and carers to identify areas that they feel our school is doing well and areas for improvement.

This information is used to identify any discrepancies between people from different groups and to identify equality objectives. Our school publishes this information as part of the Equality Objectives update.

Our school identifies any equality training needs within our staff by listening to pupil, family and staff feedback, analysing behaviour and safeguarding logs and via SLT keeping up to date with best practice. These needs will be addressed, and this may also inform our Equality Objectives.

Our equality objectives may also take into account national and local priorities and issues as appropriate. They are devised in consultation with school governors and are integrated into our

school improvement plan. We keep the objectives under review and report annually on our progress towards achieving them.

Our current Equality Objectives and Action Plan are attached as Appendix 2.

These are embedded within our School Improvement Plan.

Current Key objectives

- Strengthening pupil leadership to prevent identify based bullying.
- Continually Increasing our range of classroom-based books and resources which include a diverse range of people.
- Ensuring that all pupils and staff know how to respond robustly to prejudice related incidents they encounter on line linked to AI and social media.
- To celebrations around LGBTQI month (in response to pupil feedback).
- Ensure our curriculum is regularly reviewed to ensure that it reflects our commitment to diversity, equality and inclusion.

Equality Impact Assessments

All school policies are regularly assessed for their impact on different groups of people with shared protected characteristics. This ensures that our policies, practices and decision-making processes are fair and do not discriminate against any particular groups. It also enables us to consider ways to proactively advance equality. The template for conducting equality impact assessments is attached as Appendix 3.

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Appendix 1: Glossary

Antisemitism	A certain perception of Jews, which may be expressed as hatred toward Jews.
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people.
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out typical day-to-day activities.
Discrimination	This can be direct: When someone is treated less favourably than another person or other people because: • they have a particular protected characteristic • someone thinks they have that protected characteristic (discrimination by perception) • they are connected to someone with that protected characteristic (discrimination by association) Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might

	involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Unwanted conduct, related to a relevant protected characteristic, which violates a person's dignity and/or which creates an intimidating, hostile, degrading, humiliating or offensive environment for that person.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.
Islamophobia	A type of racism that targets expressions of Muslimness or perceived Muslimness. Further information here.
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin.
Reasonable adjustments	Taking reasonable steps to remove disadvantages faced by disabled people by: • changing provisions, criteria or practices • changing or removing a physical feature or providing a reasonable alternative way to avoid that feature • providing auxiliary aids
Religion or belief	Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion. We include people who have no religion or a lack of belief.
Sex	Whether someone is male, female or intersex.
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex.
Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual.
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity.
Victimisation	Treating someone badly because they are: • making a claim or complaint of discrimination • helping someone else to make a claim by giving evidence or information Or because they intend to do so.

Appendix 2: Equality Objectives and Action Plan

Objective	How will we achieve this?	Lead person	Timeline	Resources	How will we know it has been achieved?
The school continues to have a robust procedure for recognising and responding to prejudice-related incidents with a focus on AI and Social media linked incident beyond school.	- The current procedure will be reviewed to ensure it is clear in all related policies. - The recording system will be reviewed to ensure the impact of changing the system to ensure that all and any appropriate categories/protected characteristics can be ticked for each incident (on pink forms) - The procedure will include simple "scripts" to aid staff in their responses – extending to how to respond to transphobic comments (particularly support staff for example). - The recording system may be tied in to whether or not staff have needed to use "the script" (to be developed). - Data on prejudice related incidents will be analysed on a regular basis and reported to all staff. Patterns/trends will be identified and appropriate responses/actions put in place to address any issues.	RT and AM	All reviewed and implemented by Oct half term Weekly analysis by Inclusion team	"Ten steps to tackling homophobic, biphobic and transphobic language in schools" – document provided by Equaliteach (Stonewall) - Equaliteach Empowered resources - AI CPD led by National College	- There will be a clearly written procedure for recording included in the behaviour policy and anti-bullying policy which references AI generated prejudice. - There will be a user-friendly recording system in place – accessible by all who need it. - CPD which is ongoing and linked to induction will ensure that all staff are clear about identifying incidents which need recording.

All staff will feel confident in responding to prejudice-related incidents , particularly those which occur on social media and impact pupils when they come into school.	- Once the procedure and recording system has been made clear, all staff will receive initial training on why the procedure is necessary and how to use it. - Regular reminders to staff – possibly alongside safeguarding training half termly and in Monday bitesize briefing. - Training will be included as part of induction for new staff - Appropriate references will be made in the staff handbook	RT, AM and SB	All updates in place by December 26	All documents from above section plus, "Recognising and responding to prejudice-related incidents" – document provided by Equaliteach "Challenging prejudice-related language and stereotyping – a range of possible initial responses" – document provided by Equaliteach	- All staff will be able to articulate the procedure - All staff will be able to articulate possible appropriate (immediate) responses to incidents as demonstrated in CPD responses and surveys. - All incidents will be dealt with appropriately and consistently - The staff handbook will be updated accordingly - There will be a staff training format in place which can be reused and revisited regularly
All pupils will have appropriate understanding of the school's antibullying policy and what it means in practice, and how it applies to their interactions online.	- The procedure for responding to prejudice-related incidents will be incorporated into the anti-bullying policy. - ICT steps will reflect AI safe use. - Paul Panter and RT will ensure the AI policy reflects responses to online based prejudice related bullying - The school will use social stories to aid pupils' understanding of incidents and responses	RT, LC and KF NC LC, KF and Agents for Change	By Easter 24, updated Oct 24 with new resources	- Updated anti-bullying policy - Mental Health Champions (pupils) working on pupil-friendly version of the policy as one of their objectives - Social stories to aid pupils' understanding of incidents and responses – to be developed by school staff	- All pupils will be able to articulate the school's anti-bullying policy in a way that they understand. - Incidents of reporting may initially increase due to pupils feeling confident in how and why to report. - Tracking will show positive impact of intervention.
Pupils will feel confident in reporting (prejudice related) incidents which they encounter online.	- Relevant policies and procedures will be shared in a pupil friendly way - Pupils will be advised of all the ways in which they can report incidents – this will include a "I want to share box" (or similar)	RT, , AM, NC LC, KF and Mental Health	By Dec 24	- Pupil friendly policy/procedure documents (to be developed) - Class 'I want to share' box created by Agents for Change and	There may be an increase in reporting prejudice related incidents as students feel more confident to report.

	in a low-traffic area so that pupils can post things without others seeing. • The procedure for responding to prejudice-related incidents will be clearly outlined in the anti-bullying policy. • The school will use social stories to aid pupils' understanding of incidents and responses	Champions		monitored by class teams/ DSLs • Social stories to aid pupils' understanding of incidents and responses – to be developed by school staff	
Pupils will know that the school is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different people	• The school will have an enhanced specific procedure for dealing with prejudice related incidents and pupils will see this in action • The home/school agreement will be updated to include statements around equality and diversity (updated Sept 25) • Displays around school will be audited then updated/changed to reflect equality and diversity (no matter what the topic/subject matter) • Teaching resources will be audited then updated/changed to reflect equality and diversity (no matter what the topic/subject area) – ask teachers to make changes to at least 2 resources per half term for example – this could simply be changing some photographs on a presentation, changing	By Easter 26	AT, RT, , JAL NC and PC PC, RT,	• "Reflecting diversity in the classroom" – document provided by Equaliteach • "Books which Promote LGBT+ Equality for Primary Schools" – document provided by Equaliteach • "LGBTQ+ inclusive RSHE" – document provided by Equaliteach (Stonewall) • Stonewall Black History Month resources for SEND schools: https://www.stonewall.org.uk/resources/black-history-month-%E2%80%933-lesson-plans-send-asn-schools-and-colleges • https://www.diverseeducators.co.uk/diversity-in-the-curriculum-toolkit/	• When questioned (in termly survey for example) all pupils/students will feel valued and will feel confident in asserting that the school is welcoming to pupils/students from diverse groups with different protected characteristics. • There may be an increase in reporting prejudice related incidents as students feel more confident that they will be taken seriously and acted on appropriately • Over time there will be a reduction in prejudice related incidents, involving pupils beyond school of at least 50% (only 3 logs in school 24/25) • Pupils/students will be able to share their learning (with parents/carers for example) around stereotyping and prejudice in pupil led workshops.

	gender of example people, diversity in first-names etc. • Ensure (educational) visitors to the school reflect diversity e.g musicians, scientists • The school will celebrate Black History Month, LGBTQ History Month, Disability History Month and International Women's Day providing positive role models.			• https://www.letterboxlibrary.com/	
Parents/carers will know that the school is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different people	• The home/school agreement will be updated to include statements around equality and diversity and how this links to online behaviours • Displays around school (particularly those in the reception area) will reflect the school's commitment to equality and diversity • The school will celebrate Black History Month, LGBTQ History Month, Disability History Month and International Women's Day	By Feb 26 ongoing	RT and SLT	• Original home/school agreement reviewed by Equaliteach • Relevant updated policies (to share with parents/carers)	• When questioned (in termly survey) parents/carers will feel confident in asserting that the school is welcoming to students/parents/carers from diverse groups with different protected characteristics. • Parents/carers from different groups will increase their engagement with the school evidenced in parent face to face meeting uptake and engagement with pupil led workshops.
The school will continue to have a fit-for-purpose equality policy which is fully understood by all staff.	• The current policy will be reviewed in light of any recommendations and alongside a template policy, and changes made to reflect best practice. • The procedure for responding to prejudice-related incidents will be referenced in policies where appropriate.	RT and SB	Updated January 26 CPDM arch 26 plus Equaliteach workshop planned	• Original school policy reviewed by Equaliteach • Equaliteach template Equality, Diversity and Inclusion policy – document provided by Equaliteach • "The language of equality" terminology etc – document	• There will be a new/updated policy in place • When questioned/surveyed, staff will be able confident in articulating the policy and will know where to find it.

	• Staff will be made aware of the new/updated policy during an appropriate staff training session • Staff training will include "terminology" and a document will be made available to all staff • Appropriate references will be made in the staff handbook		Jan 24, Spring 25	provided by Equaliteach	
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Appendix 3: Equality Impact Assessment (EIA)

People responsible for overseeing the EIA:

Rachel Timms (Headteacher) Tanya Dvirko (HR Administrator)

Name of the policy, procedure or project:

What is the main purpose or aims of the policy, procedure or project?

Who will be the beneficiaries of the policy, procedure or project?

Have you consulted on this policy, procedure or project?

Complete the following table and give reasons/comments for where:

1. The policy, procedure or project could have a positive impact on any person or group because of one of the following aspects of their identity.
2. The policy, procedure or project could have a negative impact, or disadvantage, a person or group because of one of the following aspects of their identity.

(At this stage it is important to consider the requirements placed upon a school as per the Equality Act 2010.)

Groups	Positive Impact		Negative Impact		Comments
	High	Low	High	Low	
Race					
Religion or Belief					
Sexual Orientation					
Sex					
Disability					

Age					
Gender Reassignment					
Pregnancy and Maternity					
Marriage and Civil Partnership					

Where there is negative impact, what actions could be taken to amend the policy, procedure or project to minimise the negative impact?

If there is no evidence that the policy, procedure or project promotes equality, equal opportunities or improves relations between people with different protected characteristics, what amendments could be made to achieve this?

How will the policy, procedure or project be implemented including any necessary training?

Date of Completion: Click or tap to enter a date.