



## Our Trust Mission

To ensure that all the children and young people in our care have the opportunity to fulfil their potential through achieving highly, regardless of their ability or background. Our 'PRIDE' values of Partnership, Respect, Integrity, Determination and Excellence are the foundations of our Trust and the communities we serve.

## Equality and Diversity Policy

Co-ordinator: Mrs J Kingswood (Principal)  
Start date: February 2017  
Review date: February 2019

## Our Ethos and Values

At Granville Academy, we believe

- How we learn is as important as what we learn. We have high expectations in our classrooms but still have room for fun and enjoyment
- Everyone has the right to learn and feel safe at all times
- We treat each other with respect and that our Academy is a happier place if we are all polite and courteous and treat each other as we like to be treated
- Each of us is responsible for our antics and behaviour and that we can learn from our mistakes
- The Academy is a place of work and that wearing our uniform correctly, being punctual and getting into good habits are all excellent preparation for working life

## Equality Statement

We aim to be a diverse, active, committed, all inclusive, happy community both within and beyond the Academy.

As a rights respecting Academy we believe that all students have the right to The United Nations Convention of the Rights of the Child. The Convention applies to everyone, whatever their race, religion or ability (Article 2). Children who have any kind of disability should have special care and support (Article 23). In fulfilling our legal obligations, we are guided by a number of principles.

### 1. All students, families and staff are of equal value

- We see all students, potential students, their parents and carers, and staff 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 and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status

- Whether they are currently pregnant or have recently given birth
- Whatever their age

## **2. We recognise and respect difference**

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or students may face in relation to their protected characteristics:

### **3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

#### **4. We observe good equalities practice in relation to staff, recruitment, retention and development.**

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff). We ensure policies and procedures benefit all employees and potential employees whatever their age; whether or not they are disabled; whatever their ethnicity, culture, religious affiliation, national origin, gender or sexuality and with full respect for legal rights relating to pregnancy and maternity.

#### **5. We aim to reduce and remove inequalities and barriers that already exist.**

We take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may exist between

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls, boys, men and women

### **6. We consult and involve to ensure views are heard**

In our development of policies, we engage with groups and individuals, including students who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting students, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

### **7. We aim to foster greater community cohesion**

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

### **8. We base our policies and practices on sound evidence and measurable objectives**

Where possible, we will maintain and publish quantitative and qualitative information which shows our compliance with public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010. Evidence will form part of our Academy self-evaluation.

## Rationale

We believe that all students and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our Academy. We recognise that equality will only be achieved by the whole school community working together – our students, staff, governors and parents/carers.

This Academy Equality Policy brings together action plans for race, gender and disability equality, thus meeting the Academy's statutory duties in these areas.

## Curriculum, Teaching and Assessment

- Curriculum planning will take account of the needs of all students, including ethnicity, background, disability and language needs
- The Academy monitors and evaluates its effectiveness in providing an appropriate curriculum for all, including students from all ethnic groups
- The criteria used for allocating students to optional subjects are fair and equitable to all students, including students from all ethnic groups
- Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified
- The allocation of students to teaching groups is fair and equitable to all, including students from all ethnic groups
- Assessment outcomes are used to identify the needs of ethnic minority students and inform policies, planning and the allocation of resources
- Teaching methods and styles take account of the individual needs of all students and encourage positive attitudes to difference, diversity and equality
- Steps are taken to ensure that the curriculum draws on areas of interest to students from all ethnic groups
- Racial equality and ethnic diversity are promoted and racism and discrimination challenged in all areas of the curriculum
- The Academy takes active steps to ensure that resources are used to promote inclusivity and are available to meet the specific needs of students from ethnic minority groups
- The Academy endeavours to make full use of the resources available within the local community
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## Students– Personal development, attainment and progress

- Students' attainment and progress in individual subjects are monitored by ethnic group and gender
- The Academy develops strategies for tackling unjustified disparities in the attainment and progress of particular groups, including particular ethnic groups
- The Academy values the achievements and progress of all Students, including students from all ethnic groups. Students are encouraged and enabled to become independent and effective learners in their own right, so that they can realise their full potential and achieve excellence
- Promotional material for the Academy will reflect the diversity of all students
- All students have equal access to extra-curricular activities
- Every student is offered the support and guidance they need

- Staff challenge racism and stereotyping and promote equality, including racial equality, in education, employment, training and career choice
- Steps are taken by the Academy to ensure that students on work experience are not subjected to discrimination, including racism or racial harassment

## Support for Pupils and Staff

At Granville, we ensure our students and staff are appropriately educated and supported through a variety of strategies:

- Pastoral support from House Leader and Assistant House Leader
- A variety of intervention programmes
- Comprehensive PSHCEE education programme
- Multi Agency Team Referrals
- Supportive and caring staff
- LA support for staff
- Appropriate staff inset

## Community Cohesion

At Granville, Community Cohesion is seen as an important and integral part of our daily lives and we actively promote this aspect of education through curricular and extra-curricular activities. We believe in preparing our students for the society they will be entering when they leave us; a society of diversity and opportunity; a local, national and global society.

We believe in promoting equality of opportunity and inclusion for different groups of students within the Academy. Alongside this we also feel we have a role in promoting shared values and encourage our students to actively engage with others to understand what they all hold in common.

We strive to remove barriers to access and participation in learning and wider activities and work to eliminate variations in outcomes for different groups. We believe we have a duty to promote our values beyond the students in the School to their friends and families, to support their engagement in a cohesive and positive community.

## Legal Background

We recognise that we have duties under the Equality Act 2010. The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- advance equality of opportunity between persons who share a protected characteristic and persons who do not share it
- foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED). The Equality Act 2010 protects students from discrimination and harassment based on protected characteristics. The protected characteristics are:

- Age
- Disability
- Ethnicity and race
- Gender
- Gender identity and reassignment
- Pregnancy, maternity and breastfeeding
- Religion and belief
- Sexual orientation
- Marriage and partnership

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

Granville Academy has a duty under Section 71(1) of the Race Relations Act (as amended by the Race Relations Amendment Act 2000) to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity; and
- Promote good relations between people of different racial groups
- Prepare a Race Equality Policy; and to
- Assess the impact of the policy on students, staff and parents of different racial groups including, in particular, the impact on the attainment levels of such students

At Granville Academy, we implement accessibility plans which are aimed at:

- increasing the extent to which disabled students can participate in the curriculum;
- improving the physical environment of our Academy to enable disabled students to take better advantage of education, benefits, facilities and services provided;
- Improving the availability of accessible information to disabled students

We make regular assessments of students' learning and use this information to track student progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of students are making the best possible progress, and take appropriate action to address any gaps.

## Roles and Responsibilities

### The Governing Body

- To ensure the Academy complies with the legislation and that this policy and its related procedures and strategies are implemented
- To set the framework for Academy development in conjunction with LA guidelines and the
- Principal
- To support the development of the Academy in all areas and guide decision making

## The Principal

- To implement the policy
- To ensure that all staff are aware of their responsibilities by presenting all staff with the updated policy
- To ensure that appropriate training and support is given to staff
- To take appropriate action in any case of unlawful discrimination

## Staff

- To deal with racist incidents that may occur
- To know how to challenge racial and cultural bias and stereotyping
- To incorporate principles of equality and diversity into all aspects of their work students
- Respect all other members of the community. Treat them fairly, speak politely and respect differing views and opinions
- Help prevent all forms of bullying and report bullying if it is seen
- Behave helpfully and responsibly
- Respect and accept others' beliefs, religion and culture

## Parents

- Support staff and students in the development of the Academy
- To have a voice in the development of the Academy
- Attend Academy events to promote positive links
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## Publishing the Policy

In order to meet the specific duty to comply with the public sector equality duty, we will:

Publish our Academy Equality policy on the school website; <http://www.granville.derbyshire.sch.uk/>

Raise awareness of the plan through the Academy newsletter, assemblies, staff meetings and other communications;

Make sure hard copies are available.

Signed..... Chair of Governors

Signed..... Principal