



# EQUALITY STATEMENT AND SINGLE EQUALITY SCHEME

<b>Next Review Date (must be completed):</b>	November 2018
<b>Signature of the Chair Of Governors</b>	
<b>Date presented to Local Governing Body</b>	To be presented December 2016

## **Equality statement**

The Grangefield Academy is committed to equality.

In this respect:

- We ensure that everyone in the academy is treated fairly and with respect.
- We recognise that people have different needs and that treating people equally does not always involve treating everyone in exactly the same way.
- We ensure that the academy is a safe place for everyone.
- We consult with people from different groups and involve them in our decision making.
- We recognise that extra support is needed for some students to help them achieve their full potential and to be successful.

## **Legislative Framework**

We are aware of the current legislative framework.

We welcome our duty to promote Community Cohesion.

Under this duty:

- We maintain and publish quantitative and qualitative information showing our compliance with Clause 149 of the Equality Act 2010.
- We publish information each year about our academy population.
- We formulate and publish specific and measurable objectives based on our collected and published evidence which demonstrate how we plan to tackle inequalities and reduce or remove them.
- The objectives we identify take into account national and local priorities and issues.
- We monitor our equality objectives regularly and report annually on progress towards achieving them.
- We aim to make sure that no one experiences less favourable treatment or discrimination because of:
  - Age
  - Disability
  - Ethnicity
  - Colour or national region
  - Gender
  - Gender identity or reassignment
  - Their marital or civil partnership status
  - Being pregnant or having recently had a baby
  - Religious beliefs
  - Sexual identity and orientation.

We are aware that the Act does not cover socio-economic circumstances as a protected characteristic. However in our academy socio-economic circumstances are taken into consideration. We acknowledge the “intersectionality” of economic circumstances and that students may have a range of additional characteristics which intersect and must be taken into account when measuring the impact of the Pupil Premium Grant.

The Grangefield Academy recognises 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. We have regard in particular for the needs of children and young people who are disadvantaged and vulnerable and their parents and carers.

We welcome the emphasis in the OFSTED framework on the importance of narrowing the gaps in achievement which affect our students.

### **The Role and Responsibilities of the Principal**

The Principal:

- Demonstrates responsibilities under the Equality Act.
- Ensures that staff and parents are informed about the Single Equality Scheme
- Ensures that the scheme is implemented effectively.
- Manages any day-to-day issues arising from the policy whether for students or the academy as an employer.
- Ensures staff have access to training which helps to implement the scheme
- Liaises with external agencies regarding the policy so that the academy's actions are in line with the best advice available.
- Monitors the scheme and reports to the Governing Board at least annually on the effectiveness of the policy.
- Ensures that the Academy leadership Team are kept up-to-date with any developments affecting the policy objectives and connected action plan arising from the scheme.
- Provides appropriate support and monitoring for all students and specific and targeted students to whom the scheme has direct relevance.
- Ensures Continuous Professional Development is inclusive of all staff and includes equality matters,
- Ensures recruitment, selection and promotion of all staff reflects fair and safer recruitment procedures.
- Ensures that the voice of all stakeholders including parents/carers voice, student voice and staff voice is taken into account when making decisions.

### **The Role and Responsibilities of the Governing Board**

The Governing Board:

- Ensures that the academy complies with all relevant equalities legislation.
- Ensures all governors receive up to date training in all the equality duties.
- Designates a governor with specific responsibility for the Single Equality Scheme.
- Establishes that the action plan arising from the scheme is part of the Academy Development Plan.
- Supports the Principal in implementing any objectives necessary.
- Informs and consults with parents about the scheme.
- Evaluates and review the objectives annually.
- Assesses the potential impact of decisions made upon equalities.

### **The Role and Responsibilities of the Senior Leadership Team**

The Senior Leadership Team:

- Has responsibility for supporting other staff in implementing this scheme.
- Provides a lead in the collection and dissemination of information relating to the scheme.
- Identifies good quality resources and professional development opportunities to support implementation of the scheme
- With the Principal provides advice and support in dealing with any incidents or issues.
- Assists in implementing reviews of this scheme as detailed in the Academy Development Plan.

- Evaluates and reviews the objectives annually.
- Ensures covering in the curriculum of equalities issues.
- Ensures the curriculum promotes students' social, moral, spiritual and cultural development.
- Ensure the peer support programme within the academy promotes understanding and supports students who are experiencing discrimination.

### **Academy staff**

- Accept that this is a whole academy issue and support the scheme
- Have read the scheme and can explain how it relates to them.
- Make known any queries or training requirements
- Know how to deal with incidents of concern and how to identify and challenge bias and stereotyping
- Know procedures for reporting prejudice driven behaviour, including incidents of racism, harassment or other forms of discrimination.
- Do not discriminate on racial, disability or other grounds.
- Keep themselves up to date with relevant legislation and attend training and information events organising by the academy.
- Ensure that students from all groups are included in all activities and have full access to the curriculum.
- Promote equality and diversity through teaching, pedagogy, curriculum, the learning environment and through relations with students, staff, parents and the wider community

### **Students**

- Are made aware of any relevant part of the scheme appropriate to age and ability.
- Are expected to act in accordance with any relevant part of the scheme
- Experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society.
- Understand the importance of reporting discriminatory bullying and racially motivated incidents.
- Understand their role in supporting the implementation of objectives.

### **Visitors**

- Visitors and contractors are responsible for complying with the academy Equality Scheme.

### **The one academy rule.**

“All students and adults are expected to behave in a responsible manner, both to themselves and others, showing consideration, courtesy and respect at all times.”

Our one academy rule applies to all staff and students in a Northern Education Trust academy.