



Lord Grey Academy

SINGLE EQUALITY SCHEME

Mission Statement

'Lord Grey Academy is a future-driven, aspirational and inclusive academy offering all learners outstanding social and academic opportunities. Our international, national and local community links promote the development of fulfilled and successful young people. We aim to maximise learner potential to the highest academic levels and to encourage a love of learning that will last a lifetime. We are a high achieving academy with an ambition to become an outstanding first choice local academy'.

Motto: **Aspire, Learn, Achieve**

POLICY MANAGER:	Sally Cass
COMMITTEE:	
REVIEW DATE:	Spring 2018
NEXT REVIEW DATE:	Spring 2019

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1. Lord Grey Academy Single Equality Scheme

The Lord Grey Academy Single Equality Scheme (SES) and Action Plan covers a four-year period from 2016-2020. It is updated annually. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, students and people using the services of the academy such as parents.

It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

The Single Equality Scheme and Action Plan enable the academy to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting annually (see section 14) on the progress of the Single Equality Scheme and Action Plan. This will be reviewed by the Academy Interim Board and will cover activity undertaken in relation to the six equality strands (see section 4) and promoting community cohesion.

Under the statutory duties all schools and academies have responsibilities to promote race, disability and gender equality. Lord Grey Academy believes in upholding this.

2. Race equality

The general duty to promote race equality means that we must have due regard to:

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups.

3. Dealing with Racist Incidents

Any suspected racist incidents must be dealt with seriously and quickly. The Racist Incident Report Form should be completed and the incident should be reported to the named senior member of staff responsible for dealing with racist incidents (Deputy Principal). The senior leader will lead an investigation into the incident. A Racist Incident Investigation Form will be completed if the incident is deemed as racist and will be sent to the Local Authority. See Racial Equality and Anti Racism Policy.

4. Disability equality

The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

1. Promote equality of opportunity between disabled people and other people
2. Eliminate unlawful discrimination
3. Eliminate disability related harassment

4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people, as far as is reasonable practical
7. See Disability Equality Duty Policy.

5. Accessibility

There is specific disability legislation in relation to disabled students and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the academy to increase access
3. Make written information accessible to students in a range of different ways

We must ensure that disabled students do not receive less favourable treatment and to do this the academy has a duty to make reasonable adjustments

4. See Accessibility Policy and Plan.

6. Gender equality

The general duty to promote gender equality means that we must have due regard to:

1. Eliminate unlawful discrimination and harassment and
2. Promote equality of opportunity between men and women, girls and boys
3. The duty also includes the need to consider actions to address the causes of any gender pay gap
4. See Equal Opportunities Policy and Gender Equality Policy.

7. Transgender

Transgendered people are explicitly covered by the Gender Equality Policies, which oversees this duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. Lord Grey Academy will respect the confidentiality of those seeking gender re-assignment and will provide a supportive environment within the academy community.

8. Community Cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socio-economic groups. We have incorporated our priorities into our Single Equality Scheme and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

9. Age, sexual orientation, religion and belief

We must ensure that we do not discriminate on these grounds. This scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

10. Academy Context

This information is taken from the 2017-18 Ofsted Inspection Data Summary Report.

- Lord Grey Academy is larger than average with 1438 on roll.
- 51% of the academy's population is girls, in line with the national figure of 50%
- 31% are eligible for Free School Meals, which is higher than the national average (28%).
- 30% of students are from minority ethnic groups.
- 17 % of students have a first language which is not English. This is slightly higher than the national average (16%). The academy has increasing numbers arriving with little or no English.
- 14.4% of students receive Special Educational Needs and Disabilities (SEND) support. This is higher than the national average of 10.7%
- 1.2% of students have a statement or Education Health and Care Plan (EHCP) Again, this is smaller than the national average (1.7%)
- Academy stability is 90.1% compared with the national figure of 91.6%
- Academy deprivation indicator is 0.2, in the second quintile.

11. Commitments and Responsibilities

We expect all members of the academy community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Lord Grey Academy will:

- Be proactive in promoting equality, good relations and tackling unlawful discrimination
- Encourage, support and enable all students and staff to achieve their full potential
- Work in partnership with parents and the wider community to tackle discrimination and establish, promote and disseminate equality good practice
- Ensure that all staff, students and parents adhere to the principles of the scheme.

The Academy Interim Board will:

- Ensure that the academy complies with equality legislation, including the general and specific duties, making reasonable adjustments to provision where necessary to uphold equality law
- Ensure that the Single Equality Scheme and its related procedures and strategies are implemented
- Ensure that there is an Academy Interim Board member who has lead responsibility for the Single Equality Scheme and who will receive appropriate training
- Support the Principal in consultations with all stakeholders and in implementing any actions necessary
- Evaluate and review the equality objectives yearly.

The Principal will:

- Work with the Academy Interim Board to ensure that the policy and its related procedures and strategies are implemented effectively
- Appoint a member of staff responsible for co-ordinating work under the 7 projected characteristics
- Ensure that all stakeholders, including staff, are aware of their responsibilities under the scheme and are given appropriate training and support so that they can fulfil their responsibilities
- Monitor progress within the Single Equality Scheme and provide an annual report to the Academy interim Board
- Manage any day to day issues arising from the Single Equality Scheme, whether for students or for the academy as an employer
- Take appropriate action with staff or students who discriminate.

All staff will:

- Be aware of the Single Equality Scheme, actively support it and ensure any training requirements are reported to the Principal
- Deal with incidents of discrimination and know how to identify and challenge bias and stereotyping, as well as being aware of procedures to record incidents
- Ensure that activities or personal behaviour do not discriminate on any grounds
- Keep up-to-date with equalities legislation by attending training or information events organised by the academy or local authority.

Teaching staff will:

- Ensure that students from all groups have full access to the curriculum
- Promote equality and diversity through teaching and through encouraging community cohesion.

Students will:

- Be aware of and act in accordance with the Single Equality Scheme
- Understand the importance of reporting prejudice based incidents.

Parents and Carers will:

- Have access to the scheme through the academy website and newsletter
- Be encouraged to support the scheme
- Have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
- Have the right to be informed of any incident related to this scheme which could directly affect their child.

Visitors and Contractors will:

- Ensure they are aware of, and comply with, the academy's Single Equality Scheme.

12. Consultation and Involvement

This policy was developed in consultation with students, staff, governors, parents and carers. It is part of our commitment to promoting equalities and providing an inclusive academy, recognised by the awarding of the Inclusion Quality Mark in November 2011 and the subsequent award of the IQM Centre of Excellence Award in March 2014, renewed in April 2018.

When developing the policy we took account of the DfE guidance on the Equality Act 2010 (this was due to be updated April 2016) and also the Ofsted Inspection Framework 2015, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards. We note that Ofsted has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs.

13. Data Analysis

We know the needs of our academy population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We collect, analyse and publish data:

- On the academy population by gender and ethnicity
- On the % of students identified as having a special educational need/disability and by their principal need or disability
- We analyse standards reached by different groups at the end of KS4 and KS5 by:
 - Ethnicity
 - Pupil Premium
 - EAL
 - All SEND
 - Looked After Children.
- We also collect, analyse and use data in relation to attendance, exclusions and behaviour of different groups.
- We keep a record of different prejudice related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice related incidents at Lord Grey Academy and how they have been dealt with. This data is reviewed termly and action is taken to reduce incidents.

14. Publication of Equality Objectives

The objectives which we identify represent our academy's priorities and are the outcome of a careful review, and analysis, of data and other evidence. They also take into account national and local priorities and issues. We evaluate our success in meeting Equality Duties by the extent to which we achieve improved outcomes for the different groups.

Equality objectives are reviewed and updated regularly. We report annually to the Academy Interim Board on progress towards achieving them. The academy involves and consults staff, students, board members and parents and carers on setting and reviewing objectives.

Appendix A

Current Equality Targets Action Plan 2018-2022, updated annually.

- 1 To reduce the attainment gap between Pupil Premium and Non-Pupil Premium students at GCSE.
- 2 To reduce the attainment gap between SEND and Non SEND students at GCSE.
- 3 To reduce the number of Pupil Premium students receiving fixed term exclusions in comparison with Non Pupil Premium students.

15. Changes Log

Section Changed	Changed by	When change made
Grammatical changes	Jane Kenyon	27/03/17
Reviewed	Tracey Jones	15/04/17
Revisions made	Sally Cass	September 2018