



Grange Primary Academy

The best in everyone™

Part of United Learning

Equality Duty

2024-2025

PART ONE – EQUALITY ANALYSIS

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	What action do we need to take –these will form your objectives (see overleaf)
Race	All:	Equality Guidelines, translation of key documents, Diversity Awards, Community Cohesions Policy, Harassment & Bullying Policy.	Inclusion Policy, celebrate diversity.	School activities to promote positive attitude to support protected groups, community activities, celebrate diversity, provision of translators. Principal's Broadcast, celebrate diversity, Academy Vision Statement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, record of cases, recruitment monitoring, 121 meetings with line managers, advice sought from HR.	Those with protected characteristics included in Equality Steering Group and policy development, Fair recruitment processes, documents translated.	Include staff with protected characteristics in activities, culture of academy, teamwork. staff briefings, monitoring of workforce EAP Scheme.	
	Pupils:	Admissions Policy, racial incident forms, Principal's report, Governors minutes, comparable attainment data, SIMS records, analysis of 'micro population groups' as defined by Ofsted.	RE Curriculum, Chinese New Year, extended school activities, anti-bullying policy, use data to identify groups and implement planned interventions to meet needs, extended school activities to include all groups, EAL support, review exam results to determine actions and interventions, Student mentoring. School Counselling Service, Student Council/Voice.	Monitor types of bullying, content of graffiti, taking seriously reasons for school refusal, celebration assemblies, support national events, display flags from all countries, culture weeks, displaying student photos. School Counselling Service, Student Council/Voice.	

Disability	All:	Equality Guidelines, Community Cohesions Policy, Harassment & Bullying Policy.	Inclusion Policy, Equalities statement, Equality Act Compliance . Equality Act 2010 compliance – reasonable adjustments made.	Forums and Newsletters. Communications record with parents of children with disabilities and provision for staff under the Equality Act 2010, Principal’s Broadcast, Academy Vision Statement.	
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Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Disability (Cont’d)	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, recruitment and promotion data, support plans and info on phased returns, data on staff registered disabled.	CPD access, dialogue with unions and other forums, staff welfare committee, EAP scheme, staff survey, staff counselling, fair recruitment procedures.	Fair and transparent HR processes, Occupational Health screening, reasonable adjustments made, EAP scheme, staff briefings.	
	Pupils:	SEN Policy, SEN achievement data, data on disabilities and adjustments made , evidence of exam access, interviews with parents, Equality Act 2010 Compliancecompliance, student support from Academy, Disability & Access Policy, SEN/School Action Plus, Admissions Policy, analysis of ‘micro population groups’ as defined by Ofsted.	Assemblies, RE curriculum, parent’s forums and workshops, discussions on tolerance, School Counselling Service, Student Council/Voice.	Supporting students with disabilities, staff advised via medical pen pictures, strategies in place, School Counselling Service, Student Council/Voice.	
Sex	All:	Equality Guidelines, Community Cohesions Policy, Harassment & Bullying Policy.	Equality Guidelines, Inclusion Policy.	HR policies and procedures, Principal’s Broadcast.	

	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, tribunals, 121 meetings. Equal pay claims, cases of whistleblowing, recruitment and promotion data.	CPD access, EAP scheme, Staff survey.	Fair and transparent processes, training availability and attendance, staff briefings, Occupational Health screening, EAP scheme.	
	Pupils:	Admissions Policy, Pupil results, evidence of improvement, pupil data, incident forms, Governors minutes, SIMS, Student Support Panel, tutor time, analysis of 'micro population groups' as defined by Ofsted.	Inclusion, curriculum, assemblies, behaviour policy, School Counselling Service, Student Council/Voice.	Curriculum, syllabus data, training availability and attendance, assemblies, School Counselling Service, Student Council/Voice.	
Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Gender Reassignment	All:	Examples of supporting transition, Equality Guidelines, monitoring forms and surveys, Community Cohesions Policy, Harassment & Bullying Policy.	Inclusions Policy. Easy access to informed, relevant advice. Newsletters.	Awareness of nationally recognised support groups who provide info e.g. GIREs and MERMAIDS. Forums and Newsletters, EAP scheme, School Counselling Service, Academy Vision Statement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data for transgender, policy/guidance for staff transition.	Transgender colleague included in Steering Group and policy development. Staff training, clear recruitment processes, EAP scheme.	Include transgender staff at local level policy/process development, EAP scheme, staff briefings.	
	Pupils:	Achievement data on trans and gender questioning pupils recording all equalities incidents, policy/guidance on pupil transition, incident reports, Governors minutes, Principals report,	Anti-bullying to include specifically transgender anti-bullying (see Home Office booklet). PSHE or citizenship item on transgender equality,	Monitor type of bullying, content of graffiti, taking seriously the reasons for school refusal and being bullied if gender reassignment	

		comparable attainment data, SIMS, Student Support Panels, Admissions Policy, analysis of 'micro population groups' as defined by Ofsted.	School Counselling Service, Student Council/Voice, Students Policy.	related, assemblies to promote ethos & diversity, School Counselling Service, Student Council/Voice.	
Pregnancy & Maternity	All:	Equality Guidelines, Harassment & Bullying Policy, Community Cohesions Policy.	Compliance with Guidelines and Policies, Inclusion Policy.	Ongoing communication and support, Academy Vision Statement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Recruitment and promotion data, rate of return post maternity leave, HR policies and procedures, Adoption Policy, Grievance Procedure, tribunals.	Compliance with legislation, maternity entitlements, Flexible Working Requests / adjustments made.	Celebration of pregnancies and births, KIT days, invitations to academy events, paternity leave granted, Staff Briefings.	
	Pupils:	Exclusions Policy, SEN Policy, data available, SSP minutes, student pen pictures, tutor time/PHSE, Admissions	Adjustments to support learning, liaison with other agencies, flexibility over curriculum and	Support network from pastoral team, student encouraged to maintain links with school during	
Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Pregnancy & Maternity (Cont'd)	Pupils: (Cont'd)	Policy, achievement data, adjustment to timetable.	exams, curriculum, results analysis, specialist centres, School Counselling Service Student Council/Voice.	absence and kept informed of student activities, ongoing communication and support, curriculum, liaison with parents, assemblies, School Counselling Service, Student Council/Voice.	
Age	All:	Equality Guidelines, Harassment & Bullying Policy, Community Cohesions Policy.	Compliance with Guidelines.	Academy Vision Statement.	

	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, age profile of staff, HR policies/procedures and guidance, CPD availability and attendance.	Compliance with legislation.	All events inclusive, CPD inclusive of all age ranges, community volunteers, guest speakers.	
	Pupils:	Tutor time, pupil curriculum.	School Counselling Service, Student Council/Voice.	All events inclusive, school work experience, community volunteers, curriculum progression, guest speakers, assemblies Principal's Broadcast, School Counselling Service, Student Council/Voice.	
Religion and Belief	All:	Equality Guidelines, Community Cohesions Policy, Harassment & Bullying Policy, awards for cultural diversity.	Inclusion Policy, Faith Room available, time off for religious observation.	Principal's Broadcast, community involvement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, 121 meetings with line managers.	Fair recruitment processes, documents translated, adapted facilities for washing, Faith Room available, fair recruitment processes.	Assemblies, awareness and community involvement, Faith Room available, time off for religious observation, staff briefings, school's calendar adapted to meet the needs of majority religious group, Academy Vision Statement.	
Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Religion & Belief (Cont'd)	Pupils:	Group Equal Opportunities Student Statement, Admissions Policy, Tutor time.	RE curriculum, use data to identify groups and implement interventions, extended school activities for all, School	Students provided with time and space to observe, assemblies, community involvement, Faith room,	

			Counselling Service, Student Council/Voice.	time off for religious observation, School Counselling Service, Student Council/Voice, School calendar adapted to meet the needs of majority religious group.	
Sexual Orientation	All:	Equality Guidelines, Community Cohesion Policy, Harassment & Bullying Policy.	Inclusion Policy.	Academy Vision Statement, briefings.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, 121 meetings, recruitment data, grievance outcomes.	Fair recruitment processes, engage staff in policy development, EAP scheme.	Staff briefings, EAP scheme, TD days, 121's, assemblies.	
	Pupils:	Admissions Policy, Tutor time, incident forms, Governors minutes, comparable attainment data, SIMS, Student Support Panel, pupil population data – benchmarked against local population data, pupil exclusion for discriminatory behaviour, analysis of 'micro population groups' as defined by Ofsted.	RE curriculum, data to identify and implement interventions, School Counselling Service, Student Council/Voice.	Team work, any needs identified and strategies put in place to support students, assemblies/ guest speakers, School Counselling Service, Student Council/Voice.	

PART TWO – EQUALITY OBJECTIVES

Equality Objective 1 Audit Assembly Planning and Structures to make sure that there is exposure and opportunity for celebration of all protected characteristic, with opportunities to raise awareness through our celebration assemblies and Votes For Schools Assembly

We will complete this by (Date): July 2025

Why we have chosen this objective:

We believe in a rich environment that exposes pupils to all the protected characteristics, providing opportunities to celebrate the protected characteristics and develop children's, staff and community awareness of needs and embrace the school's values.

To achieve this objective we plan to:

Audit planning of all topics within the assembly curriculum
Audit our books in the library to support our assembly themes
Calendar key events in diary to celebrate through enrichment opportunities.

Progress we are making towards achieving this objective:

Equality Objective To review all policies to ensure compliance
We will complete this by July 2025

We will complete this by July 2025

Why we have chosen this objective:
As a school we believe in equality and fairness to all and want to ensure that our policies not only guide our school but protect all stakeholder.

To achieve this objective we plan to:
Review all policies Research best practice elsewhere Redraft policies where applicable Ratify new policies by the governing body.

Progress we are making towards achieving this objective:

Equality Objective 3 Audit Curriculum Planning to make sure that there is exposure and opportunity for celebration of all protected characteristic, with opportunities to raise awareness through teaching and learning

We will complete this by July 2025

Why we have chosen this objective:

We believe in a rich environment that exposes pupils to all the protected characteristics, providing opportunities to celebrate the protected characteristics and develop children's, staff and community awareness of needs and embrace the school's values.

To achieve this objective we plan to:

Audit planning of all subjects within the curriculum
Audit our books in the library
Audit our PSHCE Curriculum and additional learning opportunities
Calendar key events in diary to celebrate through enrichment opportunities.

Progress we are making towards achieving this objective:

PART ONE – EQUALITY ANALYSIS – To be completed during mid year review in February 2025 and end of year review in July 2025

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Race	All:				
	Staff:				
	Pupils:				
Disability	All:				

Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Disability (Cont'd)	Staff:				
	Pupils:				
Sex	All:				
	Staff:				
	Pupils:				

Gender Reassignment	<i>All:</i>				
Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Gender Reassignment (Cont'd)	<i>Staff:</i>				
	<i>Pupils:</i>				
Pregnancy & Maternity	<i>All:</i>				
	<i>Staff:</i>				

	<i>Pupils:</i>				
Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Age	<i>All:</i>				
	<i>Staff:</i>				
	<i>Pupils:</i>				
Religion and Belief	<i>All:</i>				
	<i>Staff:</i>				

	<i>Pupils:</i>				
Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation</u>?	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Sexual Orientation	<i>All:</i>				
	<i>Staff:</i>				
	<i>Pupils:</i>				

Appendix 3 - Equality Template Policy Matrix

X = Not applicable * Applicable

Policy	RACE	DISABILITY	SEX	GENDER REASSIGNMENT	PREGNANCY AND MATERNITY	AGE	RELIGION AND BELIEF	SEXUAL ORIENTATION
Admissions Policy	*	*	*	*	*	X	*	*
Adoption Policy	X	X	X	X	*	X	X	X
Community Cohesion Policy	*	*	*	*	*	*	*	*
Disability & Access Policy	X	*	X	X	X	X	X	X
Exclusions Policy	X	X	X	X	*	X	X	X
Equality Guidelines	*	*	*	*	*	*	*	*
Equal Opportunities Statement	*	*	*	*	*	*	*	*
Grievance Procedure	*	*	*	*	*	*	*	*
Harassment & Bullying Policy	*	*	*	*	*	*	*	*
Inclusions Policy	*	*	*	*	*	X	*	*
Recruitment & Selection Policy	*	*	*	*	*	*	*	*
SEN Policy	X	*	X	X	*	X	X	X

