



Our Mission Statement

Granville Sports College is committed to:

- Raising standards of achievement and creating opportunities for all pupils, regardless of needs, to develop their full potential and improve their life chances
- Raising the aspirations of the whole school community by creating a culture of continuous learning that celebrates success at all levels
- Developing a school that is the pride of the local area where pupils, parents, staff, governors and wider community feel valued, listened to and welcomed for the diverse contribution they make to our school life

Equality and Diversity Policy

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

Our Ethos and Values

At Granville Sports College, 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 school 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
- School 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 school.

As a rights respecting school we believe that all pupils 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 pupils, families and staff are of equal value

- We see all pupils, potential pupils, 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 pupils 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.

4. 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

5. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, 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.

6. 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.

7. 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 school self evaluation.

Rationale

We believe that all pupils 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 school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

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

Curriculum, Teaching and Assessment

- Curriculum planning will take account of the needs of all pupils, including ethnicity, background, disability and language needs
- The School monitors and evaluates its effectiveness in providing an appropriate curriculum for all, including pupils from all ethnic groups

- The criteria used for allocating pupils to optional subjects are fair and equitable to all pupils, including pupils 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 pupils to teaching groups is fair and equitable to all, including pupils from all ethnic groups
- Assessment outcomes are used to identify the needs of ethnic minority pupils and inform policies, planning and the allocation of resources
- Teaching methods and styles take account of the individual needs of all pupils and encourage positive attitudes to difference, diversity and equality
- Steps are taken to ensure that the curriculum draws on areas of interest to pupils from all ethnic groups
- Racial equality and ethnic diversity are promoted and racism and discrimination challenged in all areas of the curriculum
- The School takes active steps to ensure that resources are used to promote inclusivity and are available to meet the specific needs of pupils from ethnic minority groups
- The School endeavours to make full use of the resources available within the local community.

Pupils – Personal development, attainment and progress

- Pupils' attainment and progress in individual subjects are monitored by ethnic group and gender
- The School develops strategies for tackling unjustified disparities in the attainment and progress of particular groups, including particular ethnic groups
- The School values the achievements and progress of all pupils, including pupils from all ethnic groups. Pupils 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 School will reflect the diversity of all pupils
- All pupils 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 School to ensure that pupils on work experience are not subjected to discrimination, including racism or racial harassment

Support for Pupils and Staff

At Granville, we ensure our pupils 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 Sport College, 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 School. 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 pupils 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 Sports College 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 pupils, staff and parents of different racial groups including, in particular, the impact on the attainment levels of such pupils

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

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

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

Roles and Responsibilities

The Governing Body

- To ensure the School complies with the legislation and that this policy and its related procedures and strategies are implemented
- To set the framework for School development in conjunction with LA guidelines and the Head teacher

- To support the development of the School in all areas and guide decision making

The Head teacher

- 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 **Pupils**
- 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 School
- To have a voice in the development of the School
- Attend School events to promote positive links

Publishing the Policy

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

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

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

Make sure hard copies are available.

Signed Jo Kingswood (Head)

Signed David Gaskin (Chair of Governing Board)