



Equality Policy

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Holder:	Executive Headteacher
Committee Responsible:	Full Governors
Next Review Date:	June 2025

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This policy sets out Grange Park School's commitment to Equality and Diversity. It brings together all aspects of Equality and Diversity including Race and Gender, reflecting the spirit of the Equality Act 2010 and our responsibilities as a public body to deliver the Public Sector Equality Duty.

This policy informs our Equality objectives, which have been identified following analysis of our pupil data.

Grange Park is recognised as a UNICEF Rights Respecting School (Gold) which was granted in acknowledgement of our commitment to promoting and realising children's rights and encouraging all people to respect the rights of others.

This policy also relates to our responsibility to promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, and our duty to deliver an effective spiritual, moral, social and cultural curriculum.

Grange Park is a day school for pupils aged from 8 to 19 years old. All pupils have a diagnosis of Autism Spectrum Condition (ASC) and associated learning difficulties. All pupils have an Educational Health Care Plan. Pupils travel from the whole of Kent to attend Grange Park School. The school is based on four sites: years 4 to 7 are based at Stansted; years 8 to 11 are based at Wrotham; Key Stage 5 students are based at either Wrotham or at one of two satellites, Grange Park at Mid Kent College (Maidstone or Medway).

Our school is inclusive; we focus on the well-being and progress of every child and we are committed to ensuring all members of our community are of equal worth. We believe that the Equality Act (2010) provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement. We recognise 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.

The aim of Grange Park School is to encourage and enable achievement and inclusion in an environment that recognises the different life chances that individuals have, through the management of pupils, curriculum, staff, parents and carers, and works to achieve the best outcomes for them all.

We recognise the unique opportunity we have as a school to influence positively the broader community by creating good relationships between people through engagement with our community.

We seek to uphold and implement these core values as:

- a provider of education services
- an employer
- a procurer of goods and services.

We also recognise that this policy impacts on many other areas of school life. Therefore, other

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policies have been drafted to take account of specific Equality and Diversity issues.

For example, our data reveals that girls are performing as well as if not better than boys. However, we will continue to monitor to ensure that girls are not disadvantaged by being in a minority group.

The staff and governors of Grange Park School seek to:

- Develop confidence and self-awareness in pupils, and by providing equality of opportunity, enable them to become independent learners who co-operate well with each other;
- Recognise and value the unique nature of each pupil within the school and harness diversity in an environment of respect and high expectation;
- Create an organisational culture that promotes respect, fairness and dignity for all who attend, work at, volunteer at, and visit the school.
- Take all opportunities to teach and actively promote British values through assemblies and the curriculum, including electing and running the School Council. Actively promoting British Values also means challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views. British values are defined as:
 - Democracy
 - Rule of Law
 - Individual liberty
 - Mutual respect
 - Tolerance of those with different faiths and beliefs

Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also "protected characteristics" but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties. The Public Sector Equality Duty or "general duty" This requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two "specific duties"

This requires all public organisations, including schools to

1. Publish information to show compliance with the Equality Duty by April 6th 2012
2. Publish Equality objectives at least every 4 years which are specific and measurable by April

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6th 2012

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

What we do to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to use facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage.
- The Executive Headteacher and the senior team ensure that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.
- We provide with the information they need to be empowered to report discrimination, harassment and victimisation and understand what these terms mean.
- We know that education is key in supporting pupils, they require input and education from us throughout their time at Grange Park. This includes PSHE days, Grange Park Time, assemblies, Citizenship and Life skills lessons. It is also a key part of the PSD framework for those who are our most vulnerable in Key Stage 5.

Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality: - prejudices around disability and special educational needs - prejudices around race, religion or beliefs - prejudices around gender and sexual orientation

Staff are made aware of how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously. A member of staff is appointed to have oversight of any incident of racism.

What we do to promote equality of opportunity between different groups

- We know the needs of our pupils and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills. We also ensure children from all groups are challenged in relation to their starting points.
- Providing a learning environment that is appropriately adapted to the needs of our pupils both as individuals and as a whole.

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- Ensuring that the delivery of the curriculum reflects and takes into account equality and diversity issues.
- Addressing inequality and discrimination that may occur within the school, the workforce and other stakeholders.
- Celebrating and embracing the diversity that exists in the school and its wider community.
- Creating opportunities for the involvement of staff, pupils, parents, carers and the wider community through consultation, participation and partnership-working
- Taking all opportunities to teach and actively promote British values through whole school culture assemblies, through the spiritual, moral, social and cultural (SMSC) curriculum, and by developing a whole school culture that promotes respect, fairness and dignity for all, including electing and running the School Council
- We have procedures, working in partnership with parents and carers, to identify children who have additional needs often in relation to their diagnosis of ASC through our pupil admissions meetings prior to entry. Every pupil has a baseline admissions meeting.
- We collect, analyse and use data in relation to attendance and exclusions of different groups.
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- Our school has accessibility plans that are reviewed to meet the needs of our pupils.
- We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

Monitoring

- Our attainment records, including attainment and progress of vulnerable groups are monitored by the ELT and governors
- Attendance data is scrutinised at Governor level, with specific regard to vulnerable groups termly
- Data regarding exclusions and behaviour is scrutinised at Governor level termly
- We have a rolling programme for reviewing school policies
- The implications for equalities in new policies and practices are considered before they are introduced
- We hold termly Student Council meetings to gain pupil voice to ensure that the pupils view is heard
- Review relevant feedback from parent questionnaires and parents' evening,
- Secure and analyse responses from staff surveys, staff meetings and training events
- Review feedback from annual and interim reviews

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos
- explain differences to pupils in way that they can understanding. Where necessary using strategies developed by the therapy team to ensure that all pupils understand
- challenge prejudice and discrimination

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- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils irrespective of race, religion, gender, economic background, disability etc.
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work
- support families/parents when necessary with visuals for pupils
- We will seek support from specific external agencies to support the needs of our pupils to ensure that pupils and their parents/carers are provided with ASC friendly support

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will publish this policy on our website to enable them to do this.

Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer Grange Park strives to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

School environment:

Our Accessibility Policy outlines our commitment and practice for ensuring that all pupils have the best opportunity to access all areas of the curriculum, through the provision of a workforce trained to understand the needs of pupils with autism, an adapted environment to provide optimum working conditions for our pupils, and reasonable adjustments or technical aids for individuals with additional needs.

Equality Objectives

1. That all pupils are enabled to access the curriculum at their optimum level without hindrance from unhelpful behaviour; either their own or that of other pupils.

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2. That all pupils understand and commit to a school ethos of mutual understanding and respect thus creating a working environment fully inclusive of gender, ethnic and religious differences which values individuality.
3. That pupils and staff raise awareness and support a positive understanding of ASC in the local and wider communities.

Equality information

Equality information and data will be published on our website annually in line with our general public sector equality duty. However, our Equality data is expected to be broadly consistent for the duration of this policy review as follows:

Disability

All pupils have an Educational Health Care Plan (EHCP) and a diagnosis of Autism Spectrum Condition. Many pupils also have associated learning difficulties, which can affect their ability to access the curriculum. A few pupils have additional impairments, such as hearing loss.

Gender

The large majority of pupils are boys.

Race

The large proportion of pupils are of White British heritage.

Religion or belief

Where data is provided by families, we understand that the large proportion of pupils are Christian.

Pupils eligible for free school meals and the pupil premium

The DfE has established that nationally, pupils who are eligible for free school meals tend to under-achieve compared with the rest of their cohort. The pupil premium is additional funding provided to support pupils entitled to free school meals among others.

Children in Care (CiC)

As a small school, Grange Park tends to have fewer than five Children in Care at any time. Where we do have such pupils, their progress is monitored separately and supported with interventions where appropriate. Grange Park has a designated member of staff responsible for Children in Care.

Publishing the policy

Once approved by the governing body, this policy will be published on the school website. A

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paper copy is held by the Executive Headteacher and a further copy is available on the staffroom noticeboard.

Complaints

Complaints arising from the operation of this policy will be dealt with in line with the schools complaints procedure

EQUAL OPPORTUNITIES STATEMENT

Grange Park School is committed to the positive promotion of equal opportunities for all.

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