Grace Academy Coventry

Student Diversity and Equality Policy

Reviewed by	Principal
Applicable to	Grace Academy Coventry
Checked by	Local Governing Body
Valid From	September 2026
Review Date	September 2027

Contents

1. 2

1.1 2

1.2 3

2. 3

3. 3

4. 4

5. 5

1. Introduction

Grace Academy is an inclusive Academy where we focus on the wellbeing and progress of every student and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and under achievement of different groups.

All existing Academy policies should be read in accordance with this 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 the Academy cannot discriminate against students or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age, marriage and civil partnership are also 'protected characteristics' but are not part of the Academy provisions relating to students.

When developing the policy we took account of the DfE guidance on the Equality Act 2010 and also the OFSTED inspection framework 2012, which places a focus on improving the learning and progress of different groups and on closing gaps in standards including their duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

At least every 3 years we will review our objectives and aims in relation to any changes within this policy.

1.1 Aims

The Academy aims to provide students with the opportunity to learn in an environment free of prejudice.

The Governing Body of the Academy aims to support the creation of an environment that will:

- Promote equality of opportunity in all areas of academy life.
- Promote good relations between members of different; ability, gender, racial, sexual orientation, social, and religious or belief groups and communities.
- Challenge and eliminate all forms of unlawful direct and indirect discrimination based on;

    - Disability (including both physical and mental impairments),
    - Gender,
    - Gender reassignment (whether proposed, in progress or undergone),
    - Pregnancy and maternity,
    - Race,
    - Religion or beliefs,
    - Sexual orientation

- To ensure that all students are given the best education, and access to the curriculum, regardless of the above characteristics, social background or ability.

- To ensure that students within the Academy know their rights, and respect the rights of others.
- To raise awareness of equality issues for all members of the academy community, and through our links with the local community.
- To aim to make sure that this policy and its principles are used consistently in the running of the Academy, by all members of the Academy community.

1.2 Guiding Principles

The Academy is guided by a number of essential principles:

- Every student should have opportunities to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education.
- Every student should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
- Every student should develop the knowledge, understanding and skills that they need in order to participate in our diverse society, and in the wider context of an inter-dependent world.
- We are proactive in our efforts to identify and minimise existing barriers or inequalities and to help our students to develop their self-esteem and to recognise that they are each valued as individuals.
- We embrace and embody "The Grace Way". We fundamentally believe that everybody should show and receive Mutual Respect and all students should be provided with opportunities and education to maximise their Limitless Potential.

2. Curriculum

Staff who work directly with students need to ensure that:

- equality issues are addressed directly and consistently in the taught curriculum and indirectly in addition curriculum activities,
- equality is taken into account in all curriculum planning.

For more information see the Grace Academy Curriculum Policy.

3. What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admission and exclusions: the way we provide education for our students and the way we provide access for our students to facilities and services.
- Our admission arrangements are fair and transparent and we do not discriminate against students by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.
- 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 students being placed at a disadvantage compared to their non-disabled peers. Our Academy has been

designed with this in mind. The Academy works effectively with local services and agencies, to ensure that coherent support is provided.

- We take seriously the need to consider the equality implications when we develop, adapt and review any policy (this is recorded in the Grace Academy Equality Impact Assessment and Guidance documentation) or procedure and whenever we make significant decisions about the day-to-day life of the Academy.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- The Academy challenges all forms of prejudice and prejudice-based bullying. The Academy keeps a record of different prejudice related incidents and provides a report to the governors about the numbers and types of bullying issues so that a review of action taken may be evaluated to reduce numbers.
- Discriminatory behaviour will lead to the involvement of parents and /or Academy disciplinary procedures as it will not be tolerated in any form.
- The Academy's procedures for managing behaviour and disciplining students are fair and equally applied to all students, irrespective of sex or ethnicity and the process of suspending or permanently excluding a student is both fair and equitable.
- We encourage student involvement in developing student policy and addressing equality issues.

4. What we are doing to advance equality of opportunity between different groups

- We know the needs of our Academy population very well. We collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We collect data and monitor progress and outcomes of different groups of students and use this data to support Academy improvement, taking action to close any gaps.
- The data collected and analysed looks at the Academy population by gender and ethnicity and race. It identifies those having a special educational need and /or disability.
- We collect, analyse and use data in relation to attendance and suspensions of different groups.
- We use a range of teaching strategies that ensures that we meet the needs of all our students.
- We provide support in a variety of ways to those students at risk of underachieving.
- We ensure equality of access for all pupils to a broad and balanced curriculum ensuring that guidance is given on subject choices and careers, encouraging students to consider non-stereotypical opportunities.
- We take an inclusive approach with all students.
- Use pupil premium funding effectively.

5. What we are doing to foster good relations

- We prepare our students for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our students.
- We teach about difference and diversity and the impact of prejudice and discrimination through PSHE, sex and relationships, during tutor time and our Values days using materials and resources that reflect the diversity of the Academy population.
- We promote a whole Academy Christian Ethos and Values, whilst also being respectful of the diversity of religious and other belief groups represented within the Academy and challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for students to learn about their own culture and those of others in the Academy and community, promoting positive images of people.
- We promote positive messages about equality and diversity through assemblies, visitors, and whole Academy events along with our business links in the community.
- We listen to and actively encourage parents/carer/guardians and local community involvement and feedback that is distributed to staff and governors.
- We educate all students and encourage them to demonstrate "The Grace Way" both in school and out in the community.

Everybody, including parents and carers are expected to support the Academy in our commitment to equalities.

If you have a concern about an equality issue, please contact the Assistant Principal for Ethos & Personal Development or appointed equality champion**.**