



Glenmoor & Winton Academies

High Achievement – High Standards

Part of United Learning

Equality Policy

Prepared: June 2025

Ratified by Governors: July 2025

To be Reviewed: July 2026

1. Introduction

This policy outlines Glenmoor and Winton Academies' approach to promoting equality, in line with the Equality Act 2010.

We are committed to treating everyone with equal dignity and worth, recognising individual characteristics such as age, disability, gender, ethnicity, religion or belief, sexual orientation, and socio-economic background. We understand that treating people equally does not always mean treating them the same. Our policies, procedures, and practices are designed to ensure no discrimination while remaining responsive to individual needs and differences.

Inequality can arise from various sources: outcomes, access to services, and treatment – either intentional or unintentional. Our commitment is to challenge and address inequality wherever it exists.

The provisions of the Equality Act 2010 apply to all aspects of academy life and to all stakeholders, including:

- Students and prospective students
- Parents and carers
- Employees and governors
- The local community
- Visitors

[Equality Act 2010: guidance - GOV.UK](https://www.gov.uk/equality-act-2010-guidance)

2. Legislative Context

The Equality Act 2010 combines and replaces previous anti-discrimination laws. It provides protection from unfair treatment based on the following nine protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership

- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The Act prohibits discrimination, harassment, victimisation, and failure to make reasonable adjustments for disabled people.

Public Sector Equality Duty (PSED)

From 6 April 2011, all public bodies (including academies) must give due regard to the need to:

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

Specific duties require academies to:

- Publish information demonstrating compliance with the PSED annually
- Publish measurable equality objectives every four years

3. Teaching and Learning

The Academies are committed to inclusive teaching and learning practices that ensure equal access and opportunity for all students. Good practice includes:

- Ensuring all students access the mainstream curriculum
- Creating inclusive classrooms where every student's contribution is valued
- Differentiated teaching to include all individuals and groups
- Collaborative learning to promote mutual respect
- Encouraging independence and responsibility for learning
- Challenging stereotypes and promoting fairness
- Resources and displays reflecting diverse backgrounds and challenging stereotypes

4. Curriculum

Curriculum planning considers ethnicity, backgrounds, and student needs. It supports inclusion for:

- EAL learners
- Minority ethnic students
- Gifted and talented learners

- SEND students
- Looked after children
- Students at risk of disaffection or suspension

Each curriculum area incorporates equality principles and promotes diversity. Spiritual, moral, social, and cultural development is supported across all subjects. Events and activities reflect the diverse community.

5. Attainment and Progress

- High expectations for all students
- Recognition of all forms of achievement
- Monitoring of attainment and progress by ethnicity and background
- Targeted action to address disparities
- Bias-free assessments and appropriate support
- Focus on disadvantaged groups

6. Personal Development and Pastoral Care

- Support for religious, ethnic, and cultural needs
- EAL support and home language encouragement
- Attention to traveller and forces students' needs
- Inclusive careers advice and monitored work experience
- Harassment response and external agency support

7. Behaviour, Discipline and Suspensions

- Fair behaviour policies
- Cultural awareness in behaviour management
- Consistent application of discipline
- Monitoring of suspensions and attendance
- Clear procedures for dealing with harassment and discrimination

8. Admissions and Attendance

- Equal access admissions policy
- Monitoring of admissions process
- Religious observance leave for staff and students
- Attendance monitoring by vulnerable groups

9. Staff Recruitment

- Fair and statutory recruitment procedures
- Policy familiarisation for all staff
- Valuing all staff skills
- Equal access to CPD
- Diverse role models among staff and visitors
- Ethnic monitoring of job applications and staffing

10. Partnership with Parents/Carers and the Community

- Accessible and appropriate reports and communication
- Encouragement of parental participation
- Inclusive meetings and materials
- Targeted community engagement
- Inclusive use of school facilities

11. Overall Approach to Promoting Equality

Roles and Responsibilities

Governors:

- Ensure compliance with equality legislation
- Implement and review the policy

Principal:

- Promote and enforce the policy
- Disseminate information and monitor impact

Staff:

- Promote inclusivity and model best practice
- Address discrimination and stay informed

Students:

- Support equality ethos and raise concerns

Parents/Carers and Visitors:

- Support equality principles

12. A Cohesive Community

- Promote community engagement and understanding
- Encourage inclusivity and tackle discrimination
- Broaden life opportunities and explore diversity

13. Procurement and Contractors

Contractors and service providers must comply with equality legislation. Compliance is a factor in tender processes, and all visitors are made aware of our policy upon arrival.

14. Monitoring, Reviewing and Assessing Impact

The Equality Policy is supported by the Single Equality Scheme, reviewed annually. Monitoring ensures policies are effective in eliminating discrimination and promoting equality.

Findings inform planning and future strategies. The Principal reports annually to the Governing Body.

15. Concerns or Complaints

Initial concerns should be directed to a senior staff member. If unresolved, complaints should follow the Academies' Concerns and Complaints Policy.