

George Spencer Academy

Equality, Diversity and Inclusion Policy

September 2026 – September 2027

Equalities at George Spencer Academy

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George Spencer Academy is committed to equality in both employment and education provision. We aim to ensure that students, parents, governors, employees, contractors, partners, clients and other stakeholders within the Academy community are treated fairly, and with dignity and respect. The Trust policy encompasses the following protected characteristics:

- age
- disability
- race
- colour
- nationality
- ethnic or national origin
- sex (including transgender)
- gender reassignment
- pregnancy and maternity
- religion or belief
- sexual orientation
- marriage and civil partnership (for employees)

The Academy also recognises that it is also unlawful to discriminate by association or perception, e.g. treating a student unfairly based on the Protected Characteristics of their parents or other family members. The academy follows the trust policy on each of these areas (found here [Spencer Academies Trust - Policies](#)). This is also supported by other policies such as anti-bullying (found here [Spencer Academies Trust - Policies](#)) and documentation relating to SEND.

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Equality, Diversity and Inclusion Objectives:

September 2022 – 2026 Spencer Academies Trust

- Uphold the principles of quality as set out in our Equality, Diversity and Inclusion Policy.
- Achieve a staffing and leadership profile which reflects the diverse communities we work with and serve.

- Review promotion and career paths to ensure they are aligned to the delivery of our strategy in ensuring that equality, diversity and inclusion are at the core of all decision making.
- Enhance our already strong reputation as an inclusive and friendly Trust and increase the sense of belonging and pride in our organisation and its values of Aspiration, Partnership and Responsibility.

George Spencer Academy

We have set ourselves the following objectives in line with the Spencer Academies Trust:

- For all stakeholders to uphold the Core Values of the academy.
- Embed leadership, Excellence Pioneer and Ambassador opportunities which are available for all students and staff and covers the inclusivity and diversity of the school community.
- Ensure every member of the George Spencer community acts responsibly, respectfully and are active citizens who foster positive contributions.
- Provide development programmes for students, staff and governors which are aligned to the strategic direction of the academy and consider equality as well as equity.
- Enhance our well-being culture through our promotion, intervention and support around mental health for both students and staff.
- Uphold the accessibility of George Spencer Academy to ensure those with disabilities are not faced with any barriers.

Equality in relation to student outcomes

We annually review the impact of all policies on the needs, entitlements and outcomes for students, staff and parents / carers from all characteristics mentioned above. We pay specific reference to the impact that any policy has on the attainment of students from different groups. We make regular assessments of students' learning and use this information to track learners' progress as they move through the Academy.

As part of this process, we regularly monitor the performance of different groups to ensure that all groups of learners are making the best possible progress. We use this information to adjust future curriculum plans as necessary. Interventions are put in place to support groups of learners where the information suggests that progress is not as good as it should be.

The Governing Body receives regular updates on student performance information. For students who may need additional financial support there is a dedicated Leader for our disadvantaged students in the academy and for those who require additional support we have a dedicated SENCO.

Equality in other areas of the academy

As well as monitoring student performance information, we also regularly monitor a range of other information relating to positive engagement, accessibility to the curriculum offer and inclusivity of the George Spencer community.

We do this through systematic data analysis of:

- Rewards and effort
- Sanctions, including suspensions
- Incidents of bullying and/or discrimination (including but not limited to: racism, disability, sexist/homophobic incidents and all other forms of bullying and harassment)
- Parent/Carer involvement and attendance to Progress Evenings
- Attendance and punctuality
- Student attitudes to self and Academy through the GSA Excellence Award, engagement in our wider curriculum offer, and participation in our Read, Watch, Visit super curriculum.

Our monitoring activities enable us to identify any variations in student performance. This allows us to take appropriate action to meet the needs of specific groups and individuals and therefore set meaningful actions in our strategic plan, in order to make the necessary improvements.