

# Grove Wood Primary School



## EQUALITIES STATEMENT AND OBJECTIVES

- Updated to include progress against current equality objectives
- We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.
- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- 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.

### Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

- PRINCIPLE 1: ALL LEARNERS ARE OF EQUAL VALUE. WE SEE ALL LEARNERS AND POTENTIAL LEARNERS, AND THEIR PARENTS AND CARERS, 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 or non-religious affiliation or faith background
  - whatever their sexual identity.
- PRINCIPLE 2: WE RECOGNISE AND RESPECT DIFFERENCE.  
Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:
  - disability, so that reasonable adjustments are made
  - ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
  - gender, so that the different needs and experiences of girls and boys, and women and men, are recognised

- religion, belief or faith background ○ sexual identity.
- PRINCIPLE 3: WE FOSTER POSITIVE ATTITUDES AND RELATIONSHIPS, AND A SHARED SENSE OF COHESION AND BELONGING.
 

We intend that our policies, procedures and activities should promote:

  - positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
  - positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
  - mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.
- PRINCIPLE 4: WE OBSERVE GOOD EQUALITIES PRACTICE IN STAFF RECRUITMENT, RETENTION AND DEVELOPMENT.
 

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

  - whether or not they are disabled
  - whatever their ethnicity, culture, religious affiliation, national origin or national status
  - whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.
- PRINCIPLE 5: WE AIM TO REDUCE AND REMOVE INEQUALITIES AND BARRIERS THAT ALREADY EXIST.
 

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

  - disabled and non-disabled people
  - people of different ethnic, cultural and religious backgrounds ○ girls and boys, women and men.
- PRINCIPLE 6: WE CONSULT AND INVOLVE WIDELY.
 

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We consult and involve:

  - disabled people as well as non-disabled
  - people from a range of ethnic, cultural and religious backgrounds
  - males and females regardless of their sexual orientation
- PRINCIPLE 7: SOCIETY AS A WHOLE SHOULD BENEFIT
 

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

  - disabled people as well as non-disabled
  - people from a range of ethnic, cultural and religious backgrounds
  - males and females regardless of their sexual orientation
- PRINCIPLE 8: WE BASE OUR PRACTICES ON SOUND EVIDENCE

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture ○

gender.

- PRINCIPLE 9: WE FORMULATE OBJECTIVES TO ADDRESS AREAS OF DEVELOPMENT We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability
- ethnicity, religion and culture ○

gender.

#### The curriculum

- We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the nine principles set out above.

#### Ethos and organisation

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians ● working with the wider community.

#### Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling our legal duties: prejudices around disability and special educational needs

- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

Staff are regularly given guidance on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

#### Roles and responsibilities

- The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

- The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- All staff are expected to:
  - promote an inclusive and collaborative ethos in their classroom
  - deal with any prejudice-related incidents that may occur
  - plan and deliver curricula and lessons that reflect the principles above above support pupils in their class for whom English is an additional language
  - keep up-to-date with equalities legislation relevant to their work.

#### Information and resources

- We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.
- All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

#### Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

#### Staff development and training

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.

#### Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

#### Monitoring and evaluation

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

## EQUALITIES OBJECTIVES

In accordance with guidance set out in the Department for Education document 'The Equalities Act 2010 and schools' (May 2014), we have set out below equality objectives that we consider best suit our circumstances and contribute to the welfare of our pupils and school community. These objectives have arisen from analysis of published data and various other sources of information (e.g. observation, interaction with parents etc):

- To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.
- To ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflect the society's diversity in terms of race, gender and disability.
- To ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.
- To ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), performances, fund raising etc.

Progress against the above equality objectives - last updated Autumn 2024

Objective	Actions taken/evidence
To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	<ul style="list-style-type: none"> <li>● Staff continue to analyse statutory and other assessment outcomes to identify any underperforming groups of pupils - currently, there are no groups whose performance is significantly different to the norm.</li> <li>● Progress meetings take place on a termly basis to identify under attainment and progression and to implement strategies for individuals or groups.</li> </ul>
To ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflect the society's diversity in terms of race, gender and disability.	<ul style="list-style-type: none"> <li>● Assemblies, linked to the school's values, continue to take place on a weekly basis and reflect society's diversity.</li> <li>● RE subject leaders have sought expertise/visitors from a range of underrepresented religions in the school.</li> </ul>
To ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	<ul style="list-style-type: none"> <li>● School values, which are the focus of assemblies, promote diversity.</li> <li>● Assemblies focus on models/heroes from a wide range of backgrounds</li> </ul>
To ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), performances, fund raising etc.	<ul style="list-style-type: none"> <li>● Pupils frequently run self-initiated charitable events</li> <li>● All children participate in a performance during the academic year - all children are encouraged to audition for more prominent roles</li> <li>● All pupils are given the opportunity to put themselves forward for greater responsibility e.g. school council, team captains etc.</li> </ul>