



Grove CE Primary School

'Let Your Light Shine' Matthew 5-16

Equality Policy & Plan

January 2025

Our vision:

We aspire to let every light shine through encouraging independence, curiosity and resilience so that potential is unlocked, respect developed, ambition and achievements are celebrated.

We welcome families of all faiths and none.

The creative, forgiving and nurturing love of God underpins our caring and stimulating environment that we provide for all members of our community

Approved by: Local Governing Body
Headteacher: Donna Blake
Chair of Governors: Colin Moulds
Next Review Due: March 2028

Date: March 2025

Equality Statement

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. A protected characteristic under the act covers the groups listed below:

- age (for employees),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to undertake some specific actions to demonstrate how we meet the requirements. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions. **We will not publish any information that can specifically identify any child**
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

The school recognizes it has to make special efforts to ensure that all groups thrive. We currently track pupil progress and attainment data of whole year groups as well as defined groups including boys and girls, pupils in receipt of pupil premium funding, pupils with English as an additional language, pupils with disabilities or special

educational needs and pupils identified as more-able through statutory at the end of KS1. We recognize that there are other groups such as children who are Looked After or from Service families and review our pupil roll regularly.

Our objectives will detail how we will ensure equality is applied to the groups listed above - where we find evidence other functions have a significant impact on any particular group we will include work in this area.

We also 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. In fulfilling our legal obligations, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

March 25 Update

With the development of more local schools the number of pupils on role has dropped. Levels of representation from minority groups have increased significantly since Jan 2022. At 37.9% our level of pupils from minority ethnic backgrounds is comparable with the national level of 37.4%

Pupil Information (March 2025)

Total in Jan 2022 – 205 pupils	98 boys	107 girls
March 2025 Total - 190	97 boys	93 girls

Ethnic and Linguistic Background

Any other Mixed Background	January 2022 3	March 2025
Any other White Background incl White English	8	9
White British	160	114
White European	3	2
Other ethnic group	3	12

White & Asian	5	5
White & Black Caribbean	1	0
Black African	7	21
Black Caribbean	2	2
Other Black	4	5
Black European	1	0
White & Black African	0	0
Any other mixed background	n/a	4
Gypsy Roma	3	5
Afghan	0	8
Not declared	5	3

Religion and belief

Christian*	March 2025	Hindu	March 2025
	76	Muslim	12
No religion	70	Other religion	3
Not specified	23	Refused	1

*We recognize that within the Christian group there is further diversity.

Disability and Special Educational Needs

No identified DSEN	January 2022		March 2025	
Identified DSEN	33		40	21.1%
Education Health Care Plan	6	2.5%	13	6.8%

Pupil mobility:

Since September 2024, 20 pupils have joined the school in the course of the year, other than at the beginning of Reception. 25 pupils left the school since September 24, moving home or to another state school. There are 8 children known to be refugees on the school roll.

There are no known significant gaps between different groups, although attendance of children in receipt of pupil premium has traditionally been slightly lower than all other pupils. This is a group where attendance rates are closely analyzed. There have been no permanent exclusions from the school since 2016. Analysis of behavior incidents referred to SLT in the past two years show higher representation of male SEND pupils in receipt of pupil premium. In the past year, there has been six incident of racist language, which has been reported to governors.

Information on other groups of children:

Looked After Children – 0

Service Children – 14

Children entitled to pupil premium funding – 59

Pupils under Special Guardianship Order - 2

The school has identified the following issues that may be barriers to effective learning and successful working at the school:

- Low self-esteem leading to low expectations & poor attendance
- Low parental support/engagement or different parental expectations
- Progress of children with Special Educational Needs

At Grove C.E Primary School, as part of our ethos we aim to provide stimulating learning that will equip children to live in our diverse and mobile world. We want them to be motivated and inspired to become successful, life-long learners who can apply their learning, make progress and achieve highly. Above all, we want **all** children to live happy, safe, healthy and fulfilling lives; to become confident individuals and responsible citizens, who make a positive contribution to society. We believe that **every child** has the potential to do these things and to shine brightly.

As a Christian School Community, we believe that the ethos of our school should be built on a foundation of core Christian Values. We have three core values which reflect our school ethos and vision. These are: **love, respect and resilience**.

Our Aims

- All children achieve a good depth and breadth of education.
- All children develop skills and enthusiasm for ongoing learning.
- All children positively understand their worth and potential through developing emotional resilience.
- All children will reflect on and understand their responsibilities within the school, local and global community

Addressing Prejudice Related Incidents

The school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and report them to the governors and Local Authority.

Responsibility

We believe that promoting Equality is the whole school's responsibility:

School Community	Responsibility
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Governing Body	<ul style="list-style-type: none"> • Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. • Monitoring progress towards achieving equality objectives. • Publishing data and equality objectives.
Headteacher	<p>As above including:</p> <ul style="list-style-type: none"> • Promoting key messages to staff, parents and pupils about equality, what is expected of them and can be expected from the school in carrying out its daily duties. • Ensuring that the school community receives adequate training to meet the need of delivering equality, including pupil awareness. • Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	<p>To support the Headteacher as above:</p> <ul style="list-style-type: none"> • Ensure fair treatment and access to services and opportunities • Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	<ul style="list-style-type: none"> • Help in delivering the right outcomes for pupils. • Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. • Design and deliver an inclusive curriculum. • Ensure that you are aware of your responsibility to record and report prejudice related incidents. • Model equitable treatment of all through their words and actions
Non-Teaching Staff	<ul style="list-style-type: none"> • Support the school and the governing body in delivering a fair and equitable service to all stakeholders. • Uphold the commitment made by the Headteacher on how pupils and parents/carers can expect to be treated. • Support colleagues within the school community. • Ensure that you are aware of your responsibility to record and report prejudice related incidents. • Model equitable treatment of all through their words and actions
Parents	<ul style="list-style-type: none"> • Take an active part in identifying barriers for the school community and in informing the school of actions that can be taken to eradicate these • Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all. • Model equitable treatment of all to their children through their words and actions
Pupils	<ul style="list-style-type: none"> • Supporting the school to achieve the commitment made to tackling inequality. • Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	<ul style="list-style-type: none"> • Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. • Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Equality Policy and our published equality information and equality objectives by publishing them on the school website

Breaches

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

Monitor and Review

Every four years, we will review our objectives in relation to any changes in our school profile.

Grove CE Primary School Equality Objectives 2025 – 2028

The Local Governing Body have agreed the following Equality Objectives:

Equality Objective	Success Criteria	Actions required to achieve the objective	Aims of the Equality Duty	Protected Characteristics
To work together with parents and pupils to increase self-esteem and engagement in learning, across all activities; to ensure equity and fairness in access and engagement to improve outcomes.	<ul style="list-style-type: none"> • Parent consultation meetings will be attended by at least 95% of the parents. • 95% of parents will feel they are informed of the progress their children are making. • 95% of pupils will be positive about their learning. 	<ul style="list-style-type: none"> • Phone calls and follow-up appointments made for parent consultation meetings. • Contacts made with HSLW. • Pupil voice (from a range of children to represent the protected characteristics groups) gathered across a variety of subjects. • Ensure that information sent home is accessible to all families 	Advance equality of opportunity for pupils and parents who share protected characteristics	<ul style="list-style-type: none"> ✓ Race ✓ Disability ✓ Gender ✓ Religion or belief ✓ Age ✓ Sexual Orientation
<p>March 2025 Evaluation 74% of parents attended the last parent teacher meetings in October 2024. These were in person at school on 15th and 16th October. HSLW is currently working with 14 families and ELSA has worked with 11 individual children and 39 children in groups during terms 1 and 2.</p>				

Information is sent home in a variety of ways including text message, email and the weekly newsletter which is delivered by email and is also available on the school website. In addition staff speak to some families who we are aware may have difficulties with reading.

<p>To continue to develop effective teacher pedagogy and knowledge to meet the needs of all pupils to improve progress and outcomes for all regardless of ability or group.</p>	<ul style="list-style-type: none"> • Improved quality first teaching for all children. • Vulnerable groups identified at termly Pupil Progress Meetings and a support plan in place for these children, • Staff training relating to application of skills and needs • Increased progress of children at risk of under achievement • Individual or group plans that focus on learning priorities • Basic skills support in place where appropriate 	<ul style="list-style-type: none"> • Termly monitoring of data by SLT • Observations and support to focus on teaching strategies and effective deployment of TAs. • Monitor and look for patterns or trends in the data where additional support is needed. • Staff training relating to meeting the needs of individuals • Preparation of individual plans • Extra provision/tuition where appropriate • Transition arrangements in place to support • Language/Pre teaching vocabulary sessions where needed 	<p>Advance equality of opportunity for pupils and parents who share protected characteristics</p>	<ul style="list-style-type: none"> ✓ Race ✓ Disability ✓ Gender
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March 2025 Evaluation
Pupil progress meetings identify vulnerable groups of children and plans are put in place for support.
Staff training plan has been incorporated as part of the School Development Plan (SDP).
Data is monitored to identify trends.
Pre-teaching of vocabulary is a strategy used by teachers for some children.
SENCO monitors progress of SEN Support and EHCP pupils and reports to governors

<p>To present all groups of people in a positive way to eliminate discriminatory actions including</p>	<ul style="list-style-type: none"> • Creative curriculum is multicultural and reflects the global community 	<ul style="list-style-type: none"> • Provide a range of curricular experiences 	<p>Advance equality of opportunity for pupils and</p>	<ul style="list-style-type: none"> ✓ Disability ✓ Race ✓ Sex
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name calling, negative comments and attitudes.	<ul style="list-style-type: none"> • No incidents of name calling or negative attitudes via pupil surveys • Resources are updated and reflect a diverse community 	<ul style="list-style-type: none"> • Ensure that resources include positive images of a diverse community • Develop greater links with our pen pals with African Children's Fund • School ethos and vision is reviewed and positively impacts on this objective. 	parents who share protected characteristics	<ul style="list-style-type: none"> ✓ Religion and belief ✓ Sexual orientation
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March 2025 Evaluation

Extra-curricular activities have begun and continue this academic year.

The school curriculum is being developed and will continue to be multicultural and reflective of the global community.

Partner school and pen pals are discussed termly and children support raising funds for this

There have been 6 incidents of prejudiced behaviour or name calling in the past year. These were rapidly dealt with and parents notified of actions taken.