



## Equality Plan

<b>Policy Review</b>	
Review schedule	<b>Data annually</b> <b>Equality Objectives every 4 years</b>
Reviewing Committee	<b>People and Community</b>
Date of Last Review	<b>Data:</b> Autumn 2020
Date of Next Review	<b>Data:</b> Autumn 2021 <b>Equality Objectives:</b> December 2021

Grove Road Primary School is committed to equality of opportunity for all pupils, staff, parents and carers. This policy has been written and reviewed with due regard to the Equalities Act 2010.

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# 1: Vision and Values

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## Our equality vision and the values that underpin school life

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It is the aim of Grove Road Primary School and Nursery to provide equal opportunities for all our pupils and staff, recognising that individuals have differing needs. We aim to create an environment for learning which will encourage all children to achieve the highest level of educational achievement through the provision of a broad, balanced and creative curriculum, high expectations and through committed, enthusiastic and effective teaching.

We will work hard to help children to develop into resilient, confident, responsible and caring adults through clearly articulated parameters and in an atmosphere of tolerance and mutual respect.

We will promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

In fulfilling the legal obligations in Section 3, we are guided by the following principles:

### **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
- whatever their religious or non-religious affiliation or faith background.

### **We recognise and respect difference**

Treating people equally 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

### **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.

**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.

**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 impact 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.

## 2: School Context

The characteristics of our school *(based on January 2019 Census)*

Grove Road is a large primary school with a two-form intake across all years. On 1st December 2017, the school converted to Academy status and joined a Multi Academy Trust with Tring School, the secondary school that shares the same site. Most pupils are from White British backgrounds. The proportion of pupils from ethnic groups, and those who speak English as an additional language is below the national average. The proportion of pupils with special educational needs and/or disabilities is lower than in most schools. The proportion of pupils eligible for free school meals is lower than average.

Characteristic	Total	Breakdown
Number of pupils	453	Male – 53.2% Female – 46.8%
Number of staff	5.7	97% - Female 4.3% - Male
Number of governors	10	60% - Female 40% - Male
Religious character		Non-denominational
Attainment on entry		Is in line with Herts average and above the national average
Mobility of school population	4.6%	Most children join Nursery and remain at the school until transition at Year 6. There is natural movement due to house moves etc.
Pupils eligible for FSM	5.7%	Male – 53.8% Female – 46.2%
Deprivation factor (IDACI)	0.1%	Well below the national average
Disabled staff	0.0%	None employed at this time
Disabled pupils – (SEN)	0.2%	1 child
Disabled pupils – (no SEN)	0.0%	
BME pupils	8.6%	
BME staff	7.1%	
Pupils who speak English as an additional language	2.65%	
Average attendance rate	97.2%	
Significant partnerships, extended provision, etc.		The Owls After School Club; Grove Road is one of two schools in The Ridgeway Learning Partnership alongside Tring School; Orchard Children's Centre; DSPL8; Integrated Services for Learning; Children's Services

## 3: Legal Background

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### The duties that underpin our plan

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Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

#### **General Duty under the Equality Act 2010:**

The purpose of this plan is to set out how our practice and policies have due regard to the need to:

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- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

#### **The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)**

#### **The specific duties require schools to:**

- Publish annually information quantitative and qualitative, showing compliance with the Public Sector Equality Duty (PSED) set out in clause 149 of the Equality Act 2010. The compliance statement is on the school website. If any adjustment needs to be made to support access, contact can be made through the school office. Adjustments are made to support parents and pupils with special needs.
- To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

#### **Protected Characteristics**

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- age (for staff only)
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation

## Disability

At Grove Road School we implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs.

These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

## Community cohesion duty – *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

## 4: Roles and Responsibilities and Published Information

### Chain of accountability

The Governors, supported by the Headteacher and staff, are responsible for ensuring the implementation of this plan.

#### Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively. The Inclusion Lead will report annually on SEN, Equality and Diversity to the Local Governing Body, outlining allocation of support, funding and resources.

All staff are responsible for delivering the plan both as employees and as it relates to their area of work.

Responsibility for	Key personnel
Equality Plan	SLT & Local Governing Body
Disability Equality (including bullying incidents)	SLT
SEN (including bullying incidents)	SLT and SENCo
Accessibility	SENCo and School Business Manager
Gender equality (including bullying incidents)	Headteacher
Race equality (including racist incidents)	Headteacher
Equality and diversity in curriculum content	SLT & Teaching Staff
Equality and diversity in pupil achievement	SLT & Teaching Staff
Equality and diversity – behaviour and exclusions	SLT, SENCo, Local Governing Body
Impact assessment	SLT & SENCo
Stakeholder consultation	Inclusion Lead
Policy review	Local Governing Body
Communication and publishing	School Business Manager

#### Commitment to review

The school Equality Plan will be aligned with the School Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole Equality Plan will be reviewed at least every three years.



## Commitment to action

### **Governors will:**

- Provide leadership and drive for the development and regular review of the school's equality and other policies
- Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for all managers, staff and pupils
- Congratulate examples of good practice from the school and among individual managers, staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)

### **Headteacher and senior staff will:**

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that managers and staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold line managers accountable for effective policy implementation
- Provide appropriate role models for all managers, staff and pupils
- Highlight good practice from departments, individual managers, staff and pupils
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out its statutory duties effectively

### **Senior Leadership Team will:**

- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Implement the school's equality plan, holding staff accountable for their behaviour and providing support and guidance as necessary
- Be accountable for the behaviour of the staff team, individual members of staff and pupils
- Use informal and formal procedures as necessary to deal with 'difficult' situations
- Behave in accordance with the school's policies, leading by example
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
- Contribute to managing the implementation of the school's equality plan

**All staff: teaching and non-teaching will:**

- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development
- Maintain awareness of the school's current Equality Policy and procedures
- Implement the policy as it applies to staff and pupils
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents, informing the SLT on any incident
- Contribute to the implementation of the school's Equality Plan

## 5: Engagement

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Involving our learners, parents/carers and others

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### **Engagement – Participation and Involvement**

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

The views of stakeholders are accessed in the following ways:

- pupil voice
- parent surveys
- staff surveys
- House Forums
- staff meetings
- consultation with governors
- consultation with outside agencies

## 6: Using information – Equality Impact Assessment, data and other information

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### Evaluating the impact in terms of the outcomes

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#### **Impact assessment statement**

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review.

Equality Impact Assessment (EQIAs) help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

The following are some of the ways we undertake impact assessment:

- Data gathering
- Statistical analysis
- Observations
- Surveys and questionnaires
- Interviews and focus groups
- Stake holder consultation

## 7: Our School's Equality Objectives

### Key priorities for action

#### Disability

The school has had an Accessibility Plan since 2002, which is reviewed annually and outlines the steps we are taking to improve access to our facilities and the learning we offer.

#### Gender

We are a mixed school with both boys and girls between the ages 3-11 years. All our pupils follow the same curriculum, and a wide range of extra-curricular activities are available to all.

#### Race

Most pupils at our school are from White British backgrounds and, as such, we are aware that our pupils may be less understanding of different cultures. We take seriously our role in modelling positive behaviour and challenging negative attitudes related to race and take every opportunity to teach our pupils respect and tolerance.

#### List of equality objectives:

Equality Objectives	Protected Characteristic
To maximise the attainment of all pupils falling behind by closing the progress gaps in Reading, Writing, Mathematics and Science and therefore ensure all groups make progress that is at least in line with national expectations.	All characteristics
To maximise the attainment of pupils with SEN/D by ensuring they make good and better progress	All characteristics
Through the development of a cross-phase Multi-Academy Trust, support the transition of SEN, PPG pupils and vulnerable pupils from Y6 to Y7	All characteristics
Ensure all communications are accessible to all parents through the provision of a range of communication methods.	Disability & Race
To encourage all pupils to develop a greater understanding of different cultures and socio-economic backgrounds	Race
To ensure the visual environment, approaches to teaching and resources celebrates and promotes positive attitudes to difference	All characteristics
To ensure all groups within the school community are fully represented in out of school/lunchtime sports clubs	All characteristics
To continue to maintain, renew and refurbish the site to ensure that the school site is accessible for all pupil, parents and carers.	Disability

## 8: Setting Equality Objectives Action Plan

Equality Objective	Protected Characteristic	Lead person	Measurable success indicator	Timing	Review date
To maximise the attainment of all children falling behind by closing the progress gaps in Reading, Writing, Mathematics and Science	All characteristics	Headteacher	An increased percentage of the pupils falling behind (PFB) make 3+ steps of progress All year groups make positive progress+ or significant positive progress (AM7 tracking) in English and Maths) Attainment meets or exceeds national expectations (strive to meet the RWMa national threshold.)	Termly	Autumn term 2018
To maximise the achievement of pupils with SEN/D by ensuring they make good and better progress	All characteristics	SENCo	All children with SEN/D make good or better progress from their starting points.	Termly	Autumn term 2018
Through the development of a cross-phase Multi-Academy Trust, support the transition of SEN, PPG pupils and vulnerable pupils	Disability & Race	SENCo/ Inclusion Lead	Y6 Pupil Voice in July indicates that PPG and vulnerable pupils feel prepared for the transition from Y6 to Y7 Feedback from secondary school settings indicates PPG and vulnerable pupils have transitioned and are successful in secondary school	From December 2017	Autumn term 2018
Ensure all communications are accessible to all parents through the provision of a range of communication methods.	Disability & Race	SENCo/Inclusion Lead/ Office manager	School identifies parents who may not speak or read English. All parents have access to information through e-mail or on paper.	Annually or as required	September 2018
To encourage all pupils to develop a greater understanding of different cultures and socio-economic backgrounds	All characteristics	Inclusion Lead	Visits and visitors include role models and representatives that the UK population and promote diversity. Pupil Voice to gauge understanding of diversity and British Values.	Ongoing	Autumn term 2018

<b>Equality Objective</b>	<b>Protected Characteristic</b>	<b>Lead person</b>	<b>Measurable success indicator</b>	<b>Timing</b>	<b>Review date</b>
To ensure the visual environment, approaches to teaching and resources celebrates and promotes positive attitudes to difference	All characteristics	Key Stage Leaders	Monitoring (learning walks, lesson observations, work sampling, assemblies etc.) indicates that the visual environment (including the libraries), resources available and teaching approaches celebrate and promotes positive attitudes to difference	Termly and ongoing	Autumn term 2018
To ensure all groups within the school community are fully represented in out of school/lunchtime sports clubs	All characteristics	Curriculum Enrichment Team	The % of pupils attending the various out of school/lunchtime sports clubs is commensurate with the different groups within the school community	Termly	Autumn term 2018
To continue to maintain, renew and refurbish the site to ensure that the school site is accessible for all pupil, parents and carers.	Disability	SENCo/ Site manager/Office manager	School to be aware of any site changes that need to be made to ensure all pupils have equal access. All parents/carers can access the site.	Annually or as required	Autumn term 2018