

School Equality Scheme

2020/21 – 2022/23

The Grove Primary School

Contents

1:	Vision and Values	3
2:	School Context	5
3:	Legal Background	6
4:	Roles and Responsibilities and Publish Information	8
5:	Engagement – Participation and Involvement	11
6:	Using Information Equality Impact Assessment, data and other information	12
7:	Our School’s Equality Objectives	13
8:	Setting Equality Objectives Action Plan	14

1: Vision and Values

Our equality vision and the values that underpin school life

We aim to ensure a happy, welcoming, safe and caring school environment where all learners can become increasingly aware of themselves as individuals and where all members of the school community work together to help them to achieve their full potential in an atmosphere of tolerance and mutual respect. At The Grove Primary School we respect and value the diversity of the community we serve and we are committed to raising the attainment of all our learners with due regard to their individual social and personal circumstances.

We believe in actively promoting equality of opportunity and inclusion in every aspect of the life of all pupils, parents, staff, governors and others who use our school irrespective of ethnicity, disability, gender, religion and belief, sexual orientation, age (employees), class and/or vulnerable group. We are committed to challenging discrimination and all attitudes that promote discrimination, ensuring equality of access and the preparation of all learners for life in a diverse society. We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice.

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

Principle 1: All learners are of equal value

We see all learners as potential learners, and their parents and carers 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 no religious affiliation or faith background
- Whatever their sexual identity

Principle 2: We recognise and respect difference

Treating people equally does not necessarily mean treating them all the same. Our policies 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 all protected characteristics

Principle 3 : We foster positive values 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 communities different from each other in terms of ethnicity , culture, religious affiliation, national origin or national status and an absence of prejudiced related bullying 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 deployment

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.

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.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010

Principle 9: Objectives

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).

The objectives we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

2 School Context

The characteristics of our school

A brief description of our school and its community setting

The Grove Primary School caters for pupils age 4 – 11 and is located in the centre of a large housing estate within the Arbury ward of Cambridge. Our catchment area is mixed with children coming from varying social and ethnic backgrounds. They bring the valuable resource of their cultural and social diversity to support our inclusive learning environment.

Characteristic	Total	Breakdown (number and %)
Number of pupils	235	Female - Number 107 (45.4%) Male - Number 128 (54.6%)
Number of staff	53	(49) 92.5% Female (4) 7.5% Male
Number of governors	10	(6) 6% Female (4) 40% Male
Religious character		Non-denominational
Attainment on entry		Below age related expectations
Mobility of school population		2019-2020 Leavers – 29 Arrivals - 20
Pupils eligible for FME	72	30.63% Female - Number 35 (48.6%) Male - Number 37 (51.4%)
Disabled staff		1
Disabled pupils (SEN/LDD)	18	EHCP- 12 SEN Support - 6
Disabled pupils (no SEN)		
BME pupils	72	31.03% Female – 39 (54%) Male - 33 (45.8%)
BME staff	7	
Pupils who speak English as an additional language	70	Female – Number 38 (54.2%) Male – Number 32 (45.8%)
Average attendance rate	94.8%	
Significant partnerships, extended provision, etc.		CB4 Head and Senior Leader networks
Awards, accreditations, specialist status		

3: Legal Background

The duties that underpin our scheme

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.

Our General Duty under the Equality Act 2010:

In this policy we set out how our practice and policies have due regard to the need to :

- **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

Protected Characteristics

The purpose of this policy is also to fulfil the duties to promote equality for people with protected characteristics, embed fairness and equality at the heart of our school community and in all aspects of our provisions, criteria and practices.

The Protected Characteristics for the schools 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
- Marriage and civil partnership (for staff only)

Disability

At The Grove Primary 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 in school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils.

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 following DFE guidance in 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

Specific Duties

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.*
- *To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.*

4: Roles and Responsibilities

Chain of accountability

The Governing Body, supported by the Head Teacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Head Teacher retains overall responsibility for ensuring that the action plan is delivered effectively. Every 12 months, managers and key staff will report to the Head Teacher on actions and progress. Every 12 months there will be a report on equality and diversity to the Governors meeting.

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

Responsibility for	Key person
Single equality scheme	Head Teacher and governors
Disability equality (including bullying incidents)	Head Teacher and governors
SEN/LDD (including bullying incidents)	Inclusion Manager and Governors
Accessibility	Head Teacher and governors
Gender equality (including bullying incidents)	Head Teacher and governors
Race equality (including racist incidents)	Head Teacher and governors
Equality and diversity in curriculum content	Deputy Head Teacher/governors/staff
Equality and diversity in pupil achievement	Inclusion Manager/governors/staff
Equality and diversity – behaviour and exclusions	Head Teacher and governors
Participation in all aspects of school life	Head Teacher and governors
Impact assessment	Head Teacher and governors
Stakeholder consultation	Head Teacher and governors
Policy review	Head Teacher and governors
Communication and publishing	Head Teacher and governors

Commitment to review

The school equality scheme will be aligned with the School Development 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 scheme will be reviewed at least every three years.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action.

At The Grove Primary School equality information will be available on the school website.

We will also publish the following information all of which is obtainable from the school office or school website:

- Evidence of training on the Equality Act 2010
- Copies of policies
- Aspects of the curriculum which explore different cultures and promote understanding of different religions

- Involvement with local communities

Commitment to action

Governors will:

- | | |
|-----------------------|---|
| Policy Development | <ul style="list-style-type: none"> • Provide leadership and drive for the development and regular review of the school's equality and other policies |
| Policy Implementation | <ul style="list-style-type: none"> • Provide leadership and ensure the accountability of the Head Teacher and senior staff for the communication and implementation of school policies • Highlight good practice and promote it throughout the school and wider community |
| Behaviour | <ul style="list-style-type: none"> • 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 |
| Public Sector Duties | <ul style="list-style-type: none"> • 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) |

Head Teacher and senior staff will:

- | | |
|-----------------------|---|
| Policy Development | <ul style="list-style-type: none"> • 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 |
| Policy Implementation | <ul style="list-style-type: none"> • 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 |
| Behaviour | <ul style="list-style-type: none"> • 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 |
| Public Sector Duties | <ul style="list-style-type: none"> • Ensure that the school carries out its statutory duties effectively |

Line managers will:

- | | |
|-----------------------|--|
| Policy Development | <ul style="list-style-type: none"> • Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard |
| Policy Implementation | <ul style="list-style-type: none"> • Implement the school's equality scheme, 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 |
| Behaviour | <ul style="list-style-type: none"> • 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) |
| Public Sector Duties | <ul style="list-style-type: none"> • Contribute to managing the implementation of the school's equality scheme |

All staff: teaching and non-teaching will:

- | | |
|-----------------------|---|
| Policy Development | <ul style="list-style-type: none"> • Contribute to consultations and reviews • Raise issues with line managers which could contribute to policy review and development |
| Policy Implementation | <ul style="list-style-type: none"> • Maintain awareness of the school's current equality policy and procedures • Implement the policy as it applies to staff and pupils |
| Behaviour | <ul style="list-style-type: none"> • Behave with respect and fairness to all colleagues and pupils, carrying out the letter |

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- and spirit of the school's equality scheme
- Public Sector Duties
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
 - Contribute to the implementation of the school's equality scheme
- Policy Development
- Behaviour
- All pupils will:**
- Contribute to consultations and reviews
 - Behave with respect and fairness to all staff and pupils , carrying out the letter and spirit of the school's equality scheme
- Policy Development
- Behaviour
- All parents and carers will:**
- Contribute to consultations and reviews
 - Behave with respect and fairness to all staff and pupils , carrying out the letter and spirit of the school's equality scheme

The school operates equality of opportunity in its day to day practice.

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.

5: Engagement- Participation and Involvement

Involving our learners, parents/carers and other stakeholders

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, pupils, parents and others with particular interests in the development of this scheme through for example, the use of questionnaires and informal discussions. We will continue to consult with staff, pupils, school council, parents, 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.

In addition to the questionnaires, surveys and focus groups we hold as part of the overall consultation and impact process we will:

Other- invite stakeholders to choose a charity to support at key events

Other- continue to build links with the Family Centre in order to identify other vulnerable groups to help us in our action planning

6: Using Information Equality Impact Assessments, data and other information

Evaluating the impact in terms of the outcomes

Equality Impact assessment statement

All school policies will be equality impact assessed with regard to all protected characteristics – race, disability, sex, age (employee related policies), religion or belief, sexual orientation, pregnancy and maternity, gender reassignment, marriage and civil partnership, at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in Section 4 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis.

Equality Impact Assessment (EQIA's)

EQIA's help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). EQIA's help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

We collect information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.

When carrying out equality impact assessments we will have due regard for DFE principles:

- All learners are of equal value
- Relevant differences should be recognised
- Workforce development should benefit all members of the workforce
- Positive attitudes and relationships should be fostered
- Society as a whole should benefit
- Current inequalities and barriers should be addressed and reduced
- Policy development should involve widespread consultation and involvement

Commissioned Services (procurement)

When procuring goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any subcontractors.

7: Our School's Equality Objectives

Key priorities for action

Achievements to date

Disability

- The school building is fully accessible.

Gender

- Improvements in outcomes for boys starting to become apparent.

Ethnicity

- Learners achieve in line with or above white indigenous peers with similar baseline

Other

Areas the school has identified as priority areas – and why

Priority	Category	Diversity strand	Background
1 Physical Environment	National	Disability	Ensuring access to all areas of the grounds for all children.
2 English Curriculum	Curriculum	Gender	Boys writing needs further development
3 Mental Health & Well-being	Herts/School	Disability	Poor social skills and emotional development identified as a barrier to learning
4 Leadership and Management	School	All	Over time attendance has tracked below national.
5 Community Involvement	Statutory	Community	Build further positive relationships with our local schools and pre-school providers
6 Policy review	Statutory	All	We would like to ensure that equality is addressed in all policies.
7 Stakeholder consultation	Statutory	Disability Gender Ethnicity	We consult parents/stakeholders on a regular basis
8 Impact assessment	Statutory	All	As well as analysing outcomes for the diversity strands of ethnicity and gender we need to be more explicit in the strand for disability.
9 Communication and publishing	Statutory	Disability Gender Ethnicity	We will continue to update our communication systems with our school community/stakeholders to include that more explicit reference to our commitment to equality

8: Action Plan

Making progress on equality issues

1

Priority issue and objective	Physical Environment – To ensure reasonable adjustments are made to outside and internal access points	
Category	National/School	
Diversity strand	Disability	
Tasks		Responsibility
	Assess current internal classroom doors for ease of entry for all and identify where modifications are needed	Head Teacher/Inclusion Co-ordinator
Review.		

2

Priority issue and objective	English Curriculum – To diminish the difference between the attainment of boys and girls at both expected and greater depth in writing	
Category	Curriculum	
Diversity strand	Gender	
Tasks		Responsibility
	Review current baseline assessments in each year group through pupil progress meetings	Head Teacher/Assessment Co-ordinator/English Subject leader
	Monitor number of boys making expected progress towards expected standard	English Subject Leader
	Review curriculum content at all levels	Class teachers/English Subject Leader
	Monitor progress of identified learners	Class teachers/Head Teacher/English Subject Leader
Review		

3

Priority issue and objective	Mental Health & Well-being – To ensure that the emotional well-being of all learners is well supported	
Category	Cambs/School	
Diversity strand	Disability	
Tasks		Responsibility
	Identify learners at risk of developing low self esteem and self image (use FSP and observational evidence)	Inclusion Manager/Head Teacher
	Target appropriate support through nurture support group	Inclusion Manager
	Monitor progress in the group and in main	Inclusion Manager /Class teacher

	classroom setting	
	Further develop the Pastoral TA role	Inclusion Manager
	Emotion Coaching training for all staff	Head Teacher
	Purchase of Blue Smile Therapists	Head Teacher/Inclusion Manager
Review		
4		
Priority issue and objective	Leadership & Management – To embed sustained improvement in attendance to continue to be in-line, or close to, national average by July 2021	
Category	School	
Diversity strand	All	
Tasks		Responsibility
	To further reduce the percentage of persistent absentees	Head Teacher/Governors
	To improve the attendance of all pupils and particularly that of vulnerable groups	Head Teacher/Governors
	To review curriculum development and design across both key stages to ensure positive implementation and impact for all learners	Head Teacher/Governors
Review		
5		
Priority issue and objective	Community involvement	
Category	Statutory/School	
Diversity strand	Community	
Tasks		Responsibility
	Further develop links with local feeder schools	All stakeholders
	Continue to provide enhanced transition for vulnerable groups	Head Teacher/Staff
	Further develop home visits and visits to pre-schools	Early Years Foundation Stage Leader
Review		
6		
Priority issue and objective	Policy review	
Category	Statutory	
Diversity strand	All	
Tasks		Responsibility
	Equality review all school policies in line with school's rolling programme	Staff/Governors

Review

7

Priority issue and objective	Stakeholder consultation To involve more fully stakeholders from specific diversity strands through various forms of consultation
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Category	Statutory
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Diversity strand	Gender, Ethnicity, Disability
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Tasks**Responsibility**

Specific questionnaires related to the above strands (include representation from all stakeholder groups)	Head Teacher/InCo
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Incorporate informal discussion into shared reading/maths sessions during coffee time	Head Teacher/Staff
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Set up discussion forum with willing stakeholders	Head Teacher/InCo
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Review

8

Priority issue and objective	Impact assessment To ensure that systematic methods of measuring and recording the effect of our school policies, activities initiatives and changes on the differing groups found in the workforce, school population and in the community are in place
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Category	Statutory
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Diversity strand	All
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Tasks**Responsibility**

Split data analysis further to include different disabilities eg Autism, ADHD, visual, auditory, physical	Inclusion Co-ordinator
	Assessment Co-ordinator
	Head Teacher

Review/impact assessment

9

Priority issue and objective	Communication and publishing All relevant sources of communication will be referenced explicitly to equality as appropriate
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Category	Statutory
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Diversity strand	All
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Task**Responsibility**

Publish updated Equality Scheme on website	Head Teacher/ICT leader
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Update school brochure to reflect current equality scheme	Head Teacher
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Review

Impact to Date of the school's equality agenda

