



The Greville Primary School

Equality Policy, including Equality Information and Objectives

April 2024

Governors' Committee Responsible:	Teaching and Learning Committee
Policy Originator:	Duncan Steele
Next Annual Review Due:	April 2028
Status	Statutory

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1) Aims and Context

The Greville Primary School is an inclusive school where all are welcome. We celebrate diversity and champion equality. We are committed to the development of cohesive communities both within our school, and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and well-being outcomes. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school, and wider community.

Every member of the school community should feel safe, secure, valued and of equal worth, irrespective of their gender, ethnicity, disability, religious beliefs/faiths/ tradition, sexual orientation, age or any of the other of the protected characteristics (Single Equalities Act 2010).

The Greville Primary School is a two-form entry infant school and becomes four form in the juniors.

Our vision statement is 'inspire, nurture and achieve' and our four school values of respect, responsibility, resilience and kindness underpin this policy, permeating into all areas of the school.

The Greville operates this Equality Policy in the following ways:

i) Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- a) Use contextual data to improve the ways in which we provide support to individuals and groups of pupils.
- b) Monitor achievement data by ethnicity, gender and disability and action any gaps.
- c) Take account of the achievement of all pupils when planning for future learning and setting challenging targets.
- d) Ensure equality of access for all pupils and prepare them for life in a diverse society.
- e) Use materials that reflect the diversity of the schools, population and local community in terms of race, gender and disability, without stereotyping.
- f) Promote attitudes and British Values that will challenge racist and other discriminatory behaviour or prejudice.
- g) Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- h) Seek to involve all parents in supporting their child's education.
- i) Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- j) Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

ii) Admissions, Suspensions and Exclusions

- a) Our admissions arrangements are fair and transparent, and do not discriminate on race, sex, disability or socio-economic factors as per the Surrey Admissions Policy.
- b) Suspensions and exclusions will always be based on the schools' Behaviour Policy and DfE guidance. We will closely monitor suspensions and exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

iii) Equal Opportunities for Staff

- a) We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- b) As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- c) Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff or re-evaluating staff structures, to ensure decisions are free of discrimination.
- d) Actions to ensure this commitment is met include:
 - i. Monitoring recruitment and retention including bullying and harassment of staff;
 - ii. Continued professional development opportunities for all staff;
 - iii. Senior Leadership Team support to ensure equality of opportunity for all.

iv) Equality and the Law

- a) According to the Equality Act 2010, schools need to consider the 'General' and 'Specific' duties in promoting equality across the full range of protected characteristics, namely:
 - i. Sex
 - ii. Race
 - iii. Disability
 - iv. Sexual Orientation
 - v. Religion or Belief
 - vi. Gender Reassignment
 - vii. Pregnancy or Maternity

viii. Schools should consider age as a relevant characteristic in their role as employers, but not in relation to pupils.

b) The General Duty requires us to have due regard to the need to:

- i. Eliminate conduct that is prohibited by the Equality Act 2010.
- ii. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- iii. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

v) Roles and Responsibilities

a) The role of Governors: The Governing Body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the schools are fully inclusive to pupils, and responsive to their needs based on race, gender and disability. The Governing Body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.

- i. The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- ii. The Governors welcome all applications to join the schools, whatever a child's socio-economic background, race, gender or disability.
- iii. The Governing Body ensures that no child is discriminated against whilst in our schools on account of their race, sex, special educational needs and/or disability.

b) The role of the Head Teacher: It is the Head Teacher's role to implement the school's Accessibility Plan and he is supported by the Governing Body in doing so.

- i. The Head Teacher ensures that all appointment panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities. The Head Teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- ii. The Head Teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

c) The role of all staff

- i. All staff will ensure that all pupils are treated fairly, equally and with respect
- ii. All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images. All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Head Teacher.
- iii. Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

vi) Tackling Discrimination

a) Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

b) All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping, and to support the full range of diverse needs according to a pupil's individual circumstances.

c) Racist and homophobic incidents and other incidents of harassment or bullying are investigated according to the Behaviour Policy, Anti Bullying Policy and Whistle Blowing Policy. All incidents are reported to the Head Teacher and racist incidents are reported to the Governing Body and Local Authority on a termly basis.

d) What is a discriminatory incident?

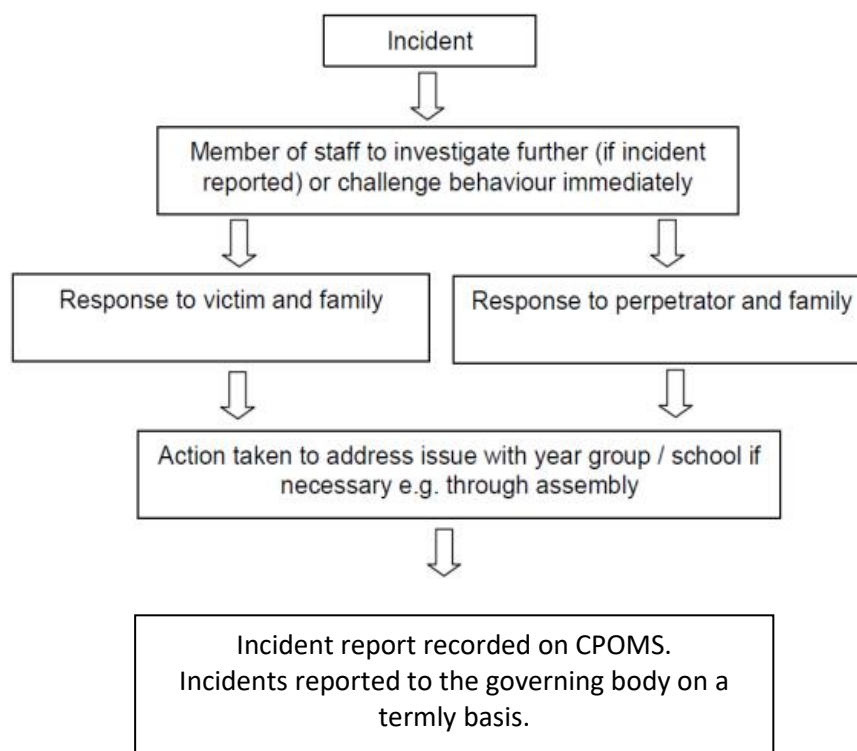
- i. Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

e) Types of discriminatory incidents that can occur are:

- i. Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- ii. Use of derogatory names, insults and jokes;
- iii. Racist, sexist, homophobic or discriminatory graffiti;
- iv. Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- v. Bringing discriminatory material into school;
- vi. Verbal abuse and threats;
- vii. Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- viii. Discriminatory comments in the course of discussion;
- ix. Attempts to recruit others to discriminatory organisations and groups;
- x. Ridicule of an individual for difference e.g. food, music, religion, dress etc.
- xi. Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.
- xii. Excluding or ignoring someone on the grounds of their protected characteristics.
- xiii. Repeated and deliberate micro behaviours to belittle someone or a group of people

f) Responding to and reporting incidents

- i. It should be clear to pupils and staff how they report incidents. All staff should view dealing with incidents as vital to the well-being of the whole school.



vi) Equality information and objectives are outlined in in Appendices A and B.

vii) Monitoring, Reviewing and Assessing Impact

The policy will be monitored and reviewed by staff and the Teaching and Learning Committee. This policy will be approved by Full Governing Body at least every four years. Any pattern of inequality found as a result of impact assessment should be used to inform future planning and decision-making. The Head teacher will provide monitoring reports for review by the Governing Body.

Review Schedule

Committee	Full governing body	Comments
L & T 14/06/21		Approved by L & T Committee 14.6.21
T and L 6/6/24		Re written and replaces a separate equality statement- all included in this policy

APPENDIX A: EQUALITY INFORMATION AND OBJECTIVES ACTION PLAN 2024-2028

At The Greville, we continuously strive to ensure that everyone is treated with respect and dignity. Every person in our school is given fair and equal opportunities to develop their full potential and participate fully in our school community.

This document sets out the school's equality and accessibility objectives and other information demonstrating how the school complies with its specific duties under the Public Sector Equality Duty, in particular with regard to sex, age, race, disability, religion or belief, sexual orientation (including marriage or civil partnership), gender reassignment, pregnancy or maternity, Equality Act, 2010.

The equality aims and objectives of the school are:

- Eliminating discrimination and other conduct prohibited by the Equality Act 2010.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
- Fostering good relations across all characteristics – between people who do share a protected characteristic and people who do not.

The Specific Duties – Information Showing the School has complied with the General Duty

Duty	Actions Taken
Equality Objectives	Within the context of the school the overall aims are that: 1. Children whatever their particular needs and situations (a) Feel happy and safe at school (b) Make the progress expected of them by the school 2. Children, staff and parents feel that the children's behaviour is good 3. All children, staff and parents feel that they are listened to and treated with respect
Eliminate conduct that is prohibited by the Equality Act 2010	• We have reviewed and revisited and underlined the centrality of equality and inclusion in policies, the curriculum, systems and processes. At The Greville, we recognise that our children belong to a society and world that is diverse and multi cultural. • The school focuses on four school values which we believe to be relevant to everyone irrespective of their back ground or beliefs. (E.g. respect, responsibility, resilience, kindness) • There are few reported incidents of discriminatory or prejudice related bullying or poor behaviour, (including racist and homophobic) and those which do occur are managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities.
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	• Pupils who have particular needs are well supported in our school and they make progress broadly in line with their peers. • There are established and effective monitoring systems in place to track pupil attainment. Groups and individuals are tracked where relevant and teachers are careful to intervene to prevent incidents of behaviour or bullying. Pupils report that they feel

	safe in school, and that their views are listened too. Care, Guidance and Support is very good. • Our Anti-Bullying and Behaviour Policies have recently been reviewed.
Foster good relations across all characteristics – between people who share a protected characteristic and people and people who do not share it.	• Equality and Inclusion are central to our school ethos. There are opportunities in assemblies, our school values, the curriculum including PSHE, as well as other lessons to learn about the protected characteristics and fostering good relations alongside learning about difference and diversity, both in our own community and the wider global dimension. British values are promoted across the school. • Pupils participate regularly in events that raise awareness of a range of diversity issues, for example cultural events, themed days, religious festivals led by minority parents. The school contributes to a range of charities each year, for example sports relief, cancer research etc. • Our school council and eco committee are democratically appointed. • Pupil leadership roles follow the ethos of inclusivity and equality when selected.

APPENDIX B: EQUALITY OBJECTIVES 2024-2028

We have selected equality objectives that will improve the experience of pupil groups based on analysis and the identification of areas where there is potential for improvement.

OBJECTIVES & ACTIONS	SUCCESS CRITERIA	REVIEW DATE	PERSON RESPONSIBLE
Raise awareness of aims and objectives of policy by sharing with staff and involving the wider community incl. parents/carers	All policies reflect the Equalities Act Wider community actively involved in the equality policy and objectives	Summer 24 Ongoing	Head Teacher
Provide further staff training in all aspects of equality & diversity to support staff understanding and awareness Create a diversity staff team to help further raise awareness of equality and diversity	CPD / INSET delivered to staff / governors / parents/carers as required to promote confidence in challenging prejudice and promoting equality	Ongoing	Head Teacher/ external support Diversity Team
Review the curriculum and collective worship programme to ensure that it promotes understanding and celebrates diversity and reduces/ eliminates stereotypes of race, special educational needs and/or disability and sexual orientation across the school.	‘Diversity curriculum’ document outlines how diversity, equality and inclusion is taught to children. Displays around the school reflect diversity, equality and inclusion Regular assemblies promote diversity, equality and inclusion (International Women’s’ Day, Black History Month, religious festivals, world events etc)	Ongoing Summer 24	Diversity Team RE lead/ diversity team
To teach children through a planned curriculum so they develop age appropriate knowledge and understanding about the protected characteristics.	PSHE (Jigsaw)scheme followed so that specific lessons linked to protected characteristics are taught Children demonstrate respect to others. Specific texts are used to help teach the children about diversity, equality and inclusion	Ongoing Summer 24	PSHE subject leader All staff English and PSHE leaders
Any disrespect for the protected characteristics is always challenged directly. (intolerance of, people of different faiths, cultures or ethnicities, sex, people with disabilities, age, sexual orientation).	Any incident is challenged immediately. Support is offered.	Ongoing	All staff
Children gain a greater awareness of racial diversity through the curriculum and extended learning opportunities.	Ethnic minority parents collaborate with school leaders in this equality objective.	Ongoing	Head teacher

	Incidents of racism are eliminated Visits/visitors, displays, lesson resources, diverse range of books in the school, assemblies etc., provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity other than own		All staff
School ensures that reasonable adjustments are made for staff member or pupil with a physical disability or mental health need to better meet their needs and ensure that any disadvantages they experience are supported.	Staff and pupils are successful and supported individually	Ongoing	Leadership team
Statutory Relationship and Sex Education curriculum information is shared with parents/carers so they can support this at home	Parents/carers can support both the school and their chn in this aspect on the curriculum Specific information shared with parents annually	Annually	PSHE subject leader
The school uses data to assess ongoing progress, tracking different pupil groups to ensure that a focus is maintained on ensuring all children from all groups continue to make progress at least in line with their peers. School focus on the achievement of economically disadvantaged children (Pupil Premium); their progress is tracked - where necessary, additional support is put in place.	Achievement for all is even.	Ongoing Termly Pupil Progress Meetings	Year Group leaders Class Teachers Pupil Premium leader
There is no significant difference between the proportion of girls and boys achieving expected standard or above at each key stage, especially in reading and writing	No significant difference in achievement due to sex.	Ongoing	English leader Year Group Leaders Teachers
To decrease the number of pupil premium children who are deemed persistently absent (>90%)	The % of children persistently absent decreases Rigorous monitoring and support including rewards, involvement makes a difference Greater engagement from specific parents with persistently absent children the school. ie family support worker	Ongoing-weekly	Attendance Officer Assistant Head teacher
To ensure all groups of children participate in wider curriculum enrichment opportunities. Monitor which children attend school clubs, trips, sporting and musical events	All groups of children participate in enrichment opportunities. Any unrepresented groups are targeted/supported	Ongoing	Pupil Premium leader PE team Music subject leader

APPENDIX C: BACKGROUND INFORMATION & GUIDANCE

Part Two Our Legal Duties Legislation relating to equality and discrimination is laid out in the Equality Act 2010. This legislation covers employment (work), the provision of services and public functions, and education. Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' within equality law are:

- Age – A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- Disability – A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
- Gender reassignment – A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.
- Marriage and civil partnership – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- Pregnancy and maternity – Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- Race – A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- Religion and belief – Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
- Sexual orientation – A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school.