



# The Grove Primary School

## *"The Grove School Cares"*

### Equality Information and Objectives

The Grove Primary School's provision of the public sector equality duty.

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### Document Control

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### Change History

Version	Date	Description
19.0	04/09/2019	Annual review
19.1	26/09/2019	Policy approved with Curriculum and Standards Committee
19.2	12/10/2020	Policy approved with Curriculum and Standards Committee
20.0	08/09/2021	Annual review

### Related Documents/Policies

References	Title



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### **Rational**

We in The Grove Primary School are committed to equality. We aim for every pupil to fulfil their potential no matter what their background or personal circumstances.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum: in assemblies and acts of collective worship; in break and lunchtimes; in pastoral support and in before and after school activities.

We must, under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the 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.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

The protected characteristics for the school's provisions are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (only applicable to staff, not pupils)
- Marriage and Civil Partnerships (only applicable to staff, not pupils)

Age and marriage and civil partnership are NOT protected characteristics for the school's provisions for pupils.

We will have **due regard** to advancing equality of opportunity including serious consideration of the need to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons who share a protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will take into account the six Brown principles of 'due regard'

- **awareness** – all staff know and understand what the law requires
- **timeliness** – implications considered before they are implemented
- **rigour** – open-minded and rigorous analysis, including parent/pupil voice
- **non-delegation** – the PSED (Public Sector Equality Duty) cannot be delegated



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- **continuous** – ongoing all academic year
- **record-keeping** – keep notes and records of decisions & meetings

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- publishing our equality information
- publishing our equality objectives

We aim to make the information accessible, easy to read and easy to find on our website.



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### Equality Information

We maintain confidentiality and work to data protection principles. We publish information in a way so that no pupil or staff member can be identified.

#### Pupils:

Age	We have pupils aged from 3 to 11 years old in our school
Disability	Our numbers are so small it would not be appropriate to publish this information. We ensure reasonable adjustments are made where appropriate.
Gender reassignment	We support any pupil towards gender reassignment.
Pregnancy and maternity	We comply with our equality duty and have planned to deliver education on site if and when required, or offer a place at the Young Parent Group run by the SEND & Inclusion Service.
'Race' / ethnicity	99% of pupils gave information. Our Pupil profile comprises: White British 96%, White Other 2%, Mixed background 1% and refused 1%
EAL (English as an Additional Language)	3.7% of families are considered as EAL
Religion and Belief / no belief	91% families gave information. Our pupil profile comprises of: <ul style="list-style-type: none"><li>• 59% - No religion</li><li>• 1% - Other religion</li><li>• 31% - Christian</li></ul>
SEND	12% of pupils identified with a Special Educational Need.
Sex – male/female	45% male 55% female
Sexual orientation	We support all pupils regardless of sexual orientation
Pupil Premium	39% of our pupils are eligible for Pupil Premium

**We will update our equality information at least annually**

### Equality Objectives

Our equality objectives are:

1. To address negative misconceptions and stereotypical views of religions and cultures.
2. To educate around the subject of gender stereotypes through our curriculum delivery and educational visits/visitors.



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3. To ensure positive role models and attitudes of inclusion and equality are embedded within our school culture when considering disability.

**We will update our equality objectives every four years and will publish progress on our school website.**

**We will review progress on our equality objectives annually, this is recorded and held within school.**

We adopt a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHCR) statement:

*'To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.'*

Though the Act refers to 'race', the use of ethnic/ cultural origin, background or heritage is often more appropriate