



## **Equality Policy**

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<b>Approved by:</b>	Full Governing Body

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Grimsdyke school is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.

Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated. We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

We aim to empower our pupils to make informed choices so that they are better prepared for the opportunities, responsibilities and experiences of life within their community. Equality of opportunity cannot be realised without the involvement and commitment of all members of the school community and a common understanding of the pivotal role of equal opportunities in the context of the school's ethos and values, in particular, the recognition that the role of all staff is crucial in the delivery of the objectives of the policy. All members of the school community are responsible for promoting the school's equal opportunities policy and are obliged to respect and act in accordance with the policy.

Grimsdyke School operates with a series of core values that have become our curriculum drivers as well as underpinning the ethos of the school and encompassing our commitment to equality.

These are:



## 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the [Equality Act 2010](#)
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage or civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our SCORE values (see page 2).

## 2. Legislation and guidance

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

## 3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers

- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governors are within our Pastoral Committee, led by Juliet Lewin. They will:

- Meet with the designated member of staff for equality termly, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor annually to raise and discuss any issues.
- Support the headteacher in identifying any staff training needs, and deliver training as necessary
- All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## 4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The school has a designated member of staff for monitoring equality issues, and an equality link governor committee. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## 5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a school, we will publish information to show:

- The make-up of our workforce, with breakdowns of staff at different grades, levels and rates of pay (including any patterns of occupational segregation and part-time work)
- The profile of staff at different stages of employment including recruitment, training, promotion and leavers.
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues and complaints of discrimination and other prohibited conduct
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys and/or trade unions
- Records weighing the equality outcomes of important decisions including evidence used to make decisions

We will make sure that with any data we publish to show how we meet our equality duties; individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

## 6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHCE) education, and activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Making pupils aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

## 8. Equality objectives

As a school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years – we've chosen for this to be reported during of Full Governing Body meetings annually in the summer term.

### Equality Objective 1:

To reduce and eliminate the use of racially inappropriate language by pupils across the school.

#### Why we have chosen this objective:

We have addressed several incidents involving the use of racially inappropriate language among pupils. These incidents highlight the need for a consistent, whole-school approach to promoting respect, inclusion, and cultural understanding.

#### How we will achieve this objective:

- Deliver regular whole-school assemblies linked to our SCORE values, with a focus on *Respect*, as modelled by our SCORE character, Rosie the respect rabbit.
- Use the Jigsaw PSHCE programme to explore themes of diversity, respect, and tolerance in a structured and age-appropriate way across all year groups.
- Provide additional targeted PSHCE/Circle Time sessions in response to specific incidents as they arise.
- Communicate with parents and carers where appropriate to reinforce key messages and maintain a strong partnership in promoting respectful behaviour.

#### Progress we are making towards this objective:

- Whole-school assemblies have been delivered regularly, linking our SCORE values to the UN Convention on the Rights of the Child, particularly Article 2 (non-discrimination).
- Year group PSHCE lessons/Circle Time sessions have addressed themes of respect, inclusion, and diversity, with additional lessons delivered in response to specific needs.
- Pupil understanding of respectful language, protected characteristics and behaviour is improving, with fewer incidents being recorded and follow-up conversations showing growing awareness.

## **Equality Objective 2:**

To ensure that children with particular characteristics, such as Special Educational Needs (SEN) and/or eligibility for Pupil Premium (PP), have equal access to after-school and lunchtime enrichment activities.

### **Why we have chosen this objective:**

Historically, attendance at extra-curricular clubs has been lower among pupils with SEN and those eligible for the Pupil Premium. We are committed to removing barriers to participation and ensuring that all pupils can access enrichment opportunities that support their personal development and well-being.

### **How we will achieve this objective:**

- Collect and analyse data on club attendance by pupil group, including SEN and PP cohorts.
- Expand the range and type of clubs on offer to better reflect pupil interests and needs.
- Increase the number of lunchtime clubs to reduce barriers linked to after-school logistics (e.g., transport, childcare).
- Use pupil voice, including through the School Council, to inform the development of the club offer.
- Provide funding of up to 50% for Pupil Premium children to support their access to paid extra-curricular clubs.
- Monitor attendance patterns and take targeted action to encourage participation from underrepresented groups.

### **Progress we are making towards this objective:**

- The School Council ambassadors have consulted with all classes to gather pupil views on the types of clubs they would like.
- A wider variety of clubs are now being offered, including several running at lunchtime to support increased accessibility: UNO, Chess, Gardening, Dance, Football, Sewing, Arts and Crafts among others.
- Funding of up to 50% is available for Pupil Premium pupils to remove cost as a barrier to participation in paid clubs.

## **Equality Objective 3:**

To ensure that all staff are able to identify and respond to the dietary, social, and cultural needs of all pupils, and to develop pupils' understanding of life in a multicultural society through the curriculum and wider school life.

### **Why we have chosen this objective:**

Our school community reflects a rich diversity of cultural, religious, and social backgrounds. In reviewing our PSHCE curriculum, we identified the need to further embed learning that promotes cultural awareness, respect, and understanding - both among staff and pupils.

### **How we will achieve this objective:**

- Strengthen PSHCE lessons using the Jigsaw programme to reflect and celebrate diversity, with explicit links to citizenship and multicultural understanding.
- Enrich assembly content with themes that explore global cultures, celebrations, and shared values.

- Provide staff training to ensure awareness of pupils' individual dietary, social, and cultural needs, including through safeguarding, SEND, and health plans.
- Use pupil voice to shape content that is relevant, respectful, and inclusive.
- Ensure that key events, festivals, and cultural days are recognised and celebrated across the school.

**Progress we are making towards this objective:**

- A full review of the PSHCE curriculum has been carried out, and updates have begun to be implemented to include a stronger focus on multicultural awareness and global citizenship.
- Assemblies are regularly themed around respect, identity, and inclusion, often linked to national and international events or cultural celebrations.
- Staff have received guidance on cultural and dietary awareness as part of safeguarding and inclusion training.
- Pupils have engaged in classroom discussions and activities linked to different cultural traditions and lifestyles, fostering increased curiosity and respect for others.

**Equality Objective 4:**

To improve the delivery of information to pupils with a disability, ensuring accessibility and inclusion for all learners.

**Why we have chosen this objective:**

We have welcomed pupils with a range of individual needs, including visual and hearing impairments, and are committed to ensuring that all pupils can access information in a way that supports their learning and well-being.

**How we will achieve this objective:**

- Work closely with specialist services, including Visual Impairment (VI) and Hearing Impairment (HI) teams, to identify and implement appropriate strategies.
- Provide accessible learning materials, such as large print texts, pictorial/symbolic representations, and assistive technology, based on individual needs.
- Follow and plan for recommendations from VI/HI professionals, ensuring staff are supported in making necessary adjustments.
- Audit classroom environments to ensure they are inclusive and visually supportive for pupils with additional needs.
- Provide staff training and guidance on best practice for inclusive communication and resource adaptation.

**Progress we are making towards this objective:**

- Specialist equipment has been sourced for two children with hearing impairments.
- The VI advisory teacher is working regularly with the class teacher/support staff to ensure effective strategies are in place.

- Adjustments have been made to the visual environment, including improved lighting, reduced visual clutter, and clear signage.
- Staff have begun implementing individualised support as advised by external professionals. For example, daily ling sound tests.

### **Equality Objective 5:**

To ensure that the school curriculum actively promotes key figures from a range of backgrounds, genders, and religions, reflecting the diversity of our school community.

#### **Why we have chosen this objective:**

Our pupils come from a rich and varied range of cultural, ethnic, and religious backgrounds. We want our curriculum to reflect, celebrate, and educate pupils about the diverse society we live in, and ensure that all children see themselves positively represented in what they learn.

#### **How we will achieve this objective:**

- Review curriculum planning across subjects to ensure representation of key figures from diverse backgrounds, with links made across history, literature, science, RE, and the arts.
- Deliver 'Inspirational People' assemblies that align with curriculum themes and highlight contributions from individuals of different genders, ethnicities, and religions.
- Use diverse texts, case studies, and examples in lessons to reflect a wide range of experiences and identities.
- Invite speakers and visitors from a range of backgrounds to enrich the curriculum and provide real-life context and develop school experiences/trips that are diverse.
- Overhaul and update book corners and library resources to include texts by authors from a wide range of cultural and ethnic backgrounds, with clear visual displays promoting inclusion and representation.
- Incorporate pupil voice in the selection of key figures and topics to ensure relevance and engagement.

#### **Progress we are making towards this objective:**

- Curriculum leaders are adapting subject content to include a broader range of diverse role models and historical figures.
- 'Inspirational People' assemblies linked to curriculum areas have been introduced, highlighting individuals from a variety of backgrounds.
- Book corners across the school have been refreshed to include a wider range of texts by diverse authors and featuring diverse characters.
- Our school library has been rebuilt into a welcoming and inclusive space with clearly displayed books that celebrate different cultures, identities, and experiences.
- Pupils are increasingly exposed to literature and learning experiences that reflect the diverse world around them, supporting their understanding of inclusion and respect.

## **9. Monitoring arrangements**

The Pastoral Committee will update the equality information we publish, at least every year.

School-specific equality objectives will be reviewed by the Pastoral Committee at least every 4 years.

This document will be reviewed by the Pastoral Committee annually, to ensure continued compliance with the PSED.

This document will be approved by the Pastoral Committee.

## 10. Links with other policies

This document links to the following policies:

- [Accessibility plan](#)
- [Risk assessment](#)
- [SEN information report](#)
- [SEND policy](#)

This policy has been created with reference to the following articles of the UNHCR charter of rights of the child:

UNCRC Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

UNCRC Article 15: You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

UNCRC Article 23: You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

UNCRC Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

*Policy agreed by governors: June 2025*

*Objectives to be reviewed: June 2026*

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