Equality Policy & Objectives

Policy ratified by the Staffing & Community Committee
Spring Term 2026

Review Date: Spring Term 2027 (or as required)

Policy Owner: Rachel Davies, Headteacher

EXTERNAL POLICY

If you have any questions about this policy please contact info@grovepark.hounslow.sch.uk

1. Aims and Purpose

Grove Park Primary school aims to meet its obligations under the Public Sector Equality Duty by having due regard to the need to:

- Eliminate discrimination 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 it;
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The purpose of this policy is to outline Grove Park Primary School's commitment to promoting equality of opportunity in the management and organisation of the school, including employment and when seeking admission to schools, in the provision of education, when accessing any benefits, facility or service provided by the school.

2. Background

This policy meets the requirements under the following legislation:

- This policy reflects the Single Equality Act 2010, which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e. Race) and Gender.

- The Single Equality Act combines the existing three duties into one new Equality Duty that covers all of the equality strands: age, disability, gender, gender identity, race, religion or belief and sexual orientation. At Grove Park we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the school's approach in ensuring equality for all.

This policy is a positive commitment by the school to work towards equality of opportunity to ensure staff and pupils are protected from discrimination and harassment and victimisation.

3. Policy Statement

3a.Scope

This policy covers all employees, pupils, governors, parents and partners of the school and other members of the community. All employees of the school should apply the principles of this Equality Policy & Objectives to any dealings they have with any person engaged with the school or on its premises.

This policy provides a framework for the Governing Board and Headteacher to provide consistent support and guidance to their employees. The policy covers all education and associated services

for pupils including extra-curricular and leisure and sporting activities, afterschool clubs, school trips, as well as school facilities such as libraries and IT facilities provided by the school.

Where extended services, after-school provision or wraparound care are delivered by external providers on school premises, the Governing Board will take reasonable steps to ensure that such providers comply with the Equality Act 2010 and operate in accordance with the principles of this Equality Policy. However, such providers remain independently responsible for their own compliance with equality legislation.

In accordance with the Equality Act 2010, this policy does not apply to claims solely in respect of the specific content of the curriculum or acts of collective worship. However, the school is fully committed to ensuring that the curriculum and collective worship are planned and delivered in a manner that promotes equality, inclusion, respect and good relations between people with protected characteristics.

The school will ensure that teaching, learning and worship are conducted in a way that is free from unlawful discrimination, harassment and victimisation, and that reasonable adjustments are made where required.

3b.Statement of Values

The school is committed to equality of opportunity in the way in which it provides education for pupils, in the way in which it affords pupils access to a benefit, facility or service and the way in which the curriculum is delivered.

Grove Park Primary School will strive to ensure that the culture and ethos of the school are such that, all members of the school community will equally value and treat one another with respect and will not treat anyone less favourably on the grounds of a protected equality characteristic: age, disability, gender reassignment; pregnancy and maternity; marriage or civil partnership; race; religion and belief; sex and sexual orientation. The school will foster a culture of respect and dignity, valuing pupil achievements and their uniqueness and recognise the importance of equality of opportunity.

The school will work to promote good relations between pupils from different abilities, cultures, religious and gender backgrounds. Everyone will be provided with the opportunity to learn and understand the School's Equality Policy & Objectives. Unfair assumptions, stereotypes, prejudices and discrimination are all unacceptable in the drive towards equalities.

4. Promoting Equality of Opportunity in admissions, in providing education and access to benefits, facilities and services for pupils

Grove Park Primary School will promote equal treatment for pupils in its educational provision and in access to benefits. Equality will also inform our Behaviour & Anti-Bullying Policy (including exclusions) and our Accessibility Plan. The school will also be informed by equal opportunities when it provides services or activities to its pupils that are not strictly educational and which may take place outside the traditional school day.

The school will take reasonable steps to change any practice or policy to ensure that a disabled pupil is not placed at a disadvantage compared to other pupils. The school will do all that it can reasonably be expected to do to support pupils with a disability, by putting in place reasonable adjustments for disabled pupils and pupils with SEND.

The school ensures it has due regard to equality considerations whenever significant decisions are made and considers the impact of these significant decisions on particular groups. For example, when a school trip or activity is being planned.

For pupils from ethnic minority backgrounds, Grove Park Primary School recognises that there may be a need for language support in the classroom and will also take into account the fact that learning is likely to be influenced by different cultural backgrounds and different experiences. The school will consider using the 'Positive Action' provisions of the Equality Act 2010 to overcome barriers for particular groups of pupils for example to address low participation or low achievement where appropriate and proportionate to do so: Positive Actions Advice

Grove Park Primary School takes a proactive approach in making adjustments which enable individuals with physical or sensory impairments, learning difficulties and those who are living with mental health needs. It is, in many cases, the way society responds to these (attitudinal and environments barriers) which can increase the level of disadvantage and not the disability itself. Wherever possible, Grove Park Primary School involves the views of disabled pupils, their carers and staff.

5. Equal Opportunity in relation to exclusions from school

Grove Park's policy on exclusion (within our Behaviour & Anti-Bullying Policy) and for allowing appeals against exclusions and the duty to provide education to excluded pupils is informed by the DfE's Guidance on Suspensions & Permanent Exclusions. The school recognises the importance of treating all pupils fairly when applying this exclusion guidance. The school has in place arrangements to monitor the profile of pupils excluded from school to ensure that these are exercised fairly. The school will ensure that it makes reasonable adjustments for disabled pupils when applying the exclusion process or when imposing disciplinary sanctions.

6. Tackling Discrimination

Grove Park Primary School will not tolerate any form of direct or indirect discrimination (less favourable treatment) on the basis of age, disability, gender reassignment, pregnancy and maternity, marriage or civil partnership; race, religion or belief, sex or sexual orientation.

The school will ensure that staff and governors understand discrimination and recognise expressions of prejudice and stereotyping and know how to challenge this. Grove Park Primary School is committed to teaching pupils to show respect and appreciation of individuals and to educating and preparing pupils to live in a diverse society. Our School is committed to removing unfair stereotypes and/or prejudices and barriers to learning and engaging in school activities.

The following policies have been put in place to tackle discrimination harassment or bullying: Behaviour & Anti-bullying, Whistleblowing, recording high level/serious behavioural incidents, Accessibility Plan and Safeguarding & Child Protection Policy

7. Equal Opportunity in Employment

Grove Park Primary School will ensure that fair recruitment processes are in place to make certain that every job applicant and employee receives equality of opportunity regardless of their age, disability, gender reassignment, pregnancy and maternity, marriage or civil partnership; race, religion or belief, sex or sexual orientation. Employees and prospective applicants will not be disadvantaged by any conditions or requirements which cannot be shown to be justified. The school aims to provide equality and fairness for all job applicants, employees whether part-time, full-time, fixed term or temporary, volunteers.

Individuals will be selected, promoted on the basis of their relevant merits and abilities. The School will take into account the provisions of the Equal Pay provisions of the Equality Act 2010 and ensure that there is no discrimination in pay arrangements for staff.

8. Responsibility

All employees and members of the school share the responsibility to ensure that the school's Equality Policy & Objectives operates fairly and effectively. However, the major responsibilities are as follows:-

In summary the **Governing Board will:**

- Not unlawfully discriminate on the grounds of age, disability, gender reassignment, pregnancy and maternity, race, religion and/or belief, marriage or civil partnership, sex and sexual orientation;
- Take account of equal pay legislation when implementing the provisions of the School Teachers' Pay and Conditions Document;
- Promote and practice consistent application of the equal opportunities and other relevant equality policies ;
- Ensure that all individuals with responsibility for staffing issues are fully aware of their responsibilities with regard to equal opportunities;
- Attend appropriate equality and diversity training.

In summary the **Headteacher will:**

- Follow the provisions of equality legislation;
- Take, as delegated by the Governing Board, a leading role in the implementation of the Equality Policy & Objectives;
- Promote and put into practice the consistent application of the policy;
- Communicate the School's Equality Policy & Objectives to all teaching and non-teaching staff;
- Ensure that teaching and non-teaching staff receive relevant training where required;

- Promote knowledge and understanding of the school's equality objectives amongst staff and pupils;
- Monitor success in achieving the objectives and report back to governors.

In summary all other **staff will:**

- Comply with the provisions set out in the School's Equality Policy & Objectives;
- Be diligent when looking out for and dealing with any incidents including harassment and bullying (actual or perceived);
- Respect and show appreciation for pupils and other employees, contributing towards a happy and caring environment;
- Foster an understanding of equal opportunities, legislation and good practice;
- Understand and promote the school's equality objectives.

In summary the pupils **will:**

- Treat all members of the community with respect and courtesy;
- Show our school TREE (Trust, Respect, Empathy, Enthusiasm) values in all they say and do;
- Work to the best of their ability and allow others to do the same;
- Provide a positive role model to their fellow pupils;
- Respect other people's cultural, ethnic and religious heritage and all aspects of the community's diversity, in order to promote understanding and positive attitudes.

In summary parents/carers **will:**

- Treat all members of the community with respect and courtesy;
- Be positive role models for their children;
- Be aware of the Equality Policy & Objectives and support its implementation;

Should any parent be in breach of this Policy, the Headteacher will see them in the first instance, and reinforce the school's expectations. If incidents persist, governors will write to the parent. As a last resort, parents may be banned from the school site.

9. Breach of the Policy

Breaches of policy will be dealt with in the same ways that breaches of other school policies are dealt with, e.g. staff disciplinary rules and code of conduct, Behaviour & Anti-Bullying Policy. Any appropriate action will be determined by the Headteacher and/or the Governing Board as appropriate.

Breaches of the Equality Policy & Objectives will be regarded as misconduct and could lead to disciplinary action against employees. Grove Park Primary School will ensure that all new employees, volunteers, and trainers and facilitators are fully informed of the school's Equality Policy & Objectives.

10. Resources

Where possible, within the constraints placed upon it, the Governing Board will make available any resources appropriate to ensure the full and effective implementation of this policy. A positive

commitment will be made to identifying and resourcing the different needs of pupils to enable them to benefit to the fullest extent from the opportunities offered to them.

11. Publishing the Policy

Staff will be informed of the Equality Policy & Objectives as part of their induction programme when joining the school and as part of INSET training days.

The Member of Staff with lead Responsibility for the Policy in Grove Primary School is Miss Rachel Davies - Headteacher. The Equality Act 2010 requires schools to publish specific and measurable equality objectives to comply with Public Sector Equality Duty; these are outlined below.

Key Equalities Objectives for 2024 -2027

The Equality Act 2010 requires schools to publish specific and measurable equality objectives every 4 years. Our equality objectives are based on our analysis of data and other evidence, including Peer Challenge school visits and reports. Our equality objectives also focus on the provision of our curriculum and those areas identified in the Hounslow Education Partnership (HEP) to improve equality and tackle disadvantages across the Local Authority; these are called Performance Challenges. We will regularly review the progress we are making to meet our equality objectives.				
Equality Objectives	**Why we have chosen this Equality Objective**	**Actions**	**Impact**	**Timescales**
Provide training for all staff and governors on equality and diversity and the barriers that make exist for pupils who are new to English	Staff and governors are well inducted at Grove Park and our TREE values embrace our duties in the Equality Act. Training should be current and up to date for all new and existing members of staff Over 80% of pupils joining as in-year admissions have English as an Additional Language and most are new to English and we want to ensure that they have the support and resources to access the curriculum and reach their potential. Our Inspection Data Summary Report (IDSR) shows that the % of pupils with English as an additional language (EAL) is 'Well Above Average' New Staff and ECTS have identified this an area they would like training in to ensure we can maintain the very high aspiration and outcomes we currently have for our EAL pupils.	Staff training on the Equality Act, our objectives, policy and accessibility plan. Staff Training on the barriers experienced by families and pupils with English as an Additional Language SLT to explore relevant training opportunities	All staff and governors aware of legislation and responsibilities of all stakeholders. EAL pupils who are new to Grove Park make progress at least in line with their peers by the end of Summer 2025 - 2027	Annually in September INSET Days Termly monitoring of pupil data by teachers, SLT and Governors
HEP Performance Challenge **Phonics** To embed the Phonics programmes that schools use to make progress	DfE research indicates that the average primary school pupil lost 0.8 months in Reading as a result of the pandemic. This will be particularly significant for pupils with EAL	All staff who teach EYFS and KS1 to have a consistent and ambitious approach to teaching phonics, reading and vocabulary and aspirational targets for phonics screening check	HEP Target: At least 85% at the expected standard in Phonics or above.	Monitored through Peer Challenge

towards the target of 85% or better	Range of robust research evidencing the importance of vocabulary: Early Language Research		School Target: At least 90% at the expected standard in Phonics or above	Phonics Screening – Summer Terms
Linked with HEP Performance Challenge, School Development Strategy and DfE Guidance	We are proud of our commitment to excellent attendance at Grove Park. As an Outstanding school want to ensure that attendance is always improving and that we address any issues there may be for any groups with protected characteristics. See also School Development Strategy: https://www.groveparkprimary.co.uk/School-Development-Strategy/ In Spring 2025, 17 pupils who have English as an Additional Language had attendance below 90% (compared to20 pupils who are not EAL). We want to ensure this remains and that a gap does not appear between these pupil groups	Attendance Lead to monitor attendance half-termly and address any issues on an individual basis. Termly meetings with School Attendance Support Officer **For additional issues**: Parent Support Adviser Early Help Parent Workshops Translation in meetings Family Support Workers School Nurse support	Pupils with attendance below 90% are not predominantly (less than 20%) from a particular ethnicity group or EAL	Half-termly monitoring and termly reporting to the Governing Board Staffing & Community Committee
Linked with Accessibility Plan: Increase access to the curriculum for pupils with a disability; Improve and maintain access to the physical environment; Improve the delivery of written information to pupils.	See Accessibility Plan for current good practice and reasons for objectives: Grove Park Accessibility Plan		See Accessibility Plan for outcomes and timescales: Grove Park Accessibility Plan	

Curriculum Provision: All pupils have access to a rich, broad curriculum where diversity, tolerance and community cohesion is promoted.	Our curriculum has been designed to promote the school values of TREE (Trust, Respect, Enthusiasm and Empathy) and to ensure all pupils feel the curriculum reflects aspects of their lives and differences to be celebrated. Our curriculum aims to 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 (PSHE) education, but also 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. We are continuing to refine trips, visits and use of artefacts within our Religious Education Learning Journey in response to the syllabus recently introduced by Hounslow	Opportunities for all to express opinions and explore ideas about identity and diversity e.g. circle time as part of work in PSHE; activities promoting non-stereotypical role models; Provision of positive images of race, gender, age, disability, culture. Relationships & Health Curriculum (RHE) Resources that reinforce positive attitudes, challenge stereotypes and are reflective of our diverse community. Sharing of cultural and other experiences (writing, drawings, music, artefacts, books, plays, pictures and talks by children and visitors); Differentiation to meet individual needs and overcome barriers to inclusion, including support for	Governors will review aspects of curricular provision at the Teaching and Learning Committee. Scrutiny of data by Governors looking at specific groups of children e.g. gender, disability, EAL, SEN Year 6 end of school interviews to ascertain enjoyment and inclusion at school. Outcomes in pupils' books to reflect equality. Headteacher report details incidents of bullying or discrimination or complaints made in relation to equality issues. Staff and Governor learning walks record classroom environments and inclusivity of resources and displays. SLT to observe teachers three times per academic year and assess provision and equality. All feedback takes account of SMSC	On going Each school term –Autumn, Spring and Summer Governors annually interview each Year 6 pupil about school life and experiences. Three times a year in FGB meetings Annual as part of School Development Strategy

		pupils for whom English is an additional language, and those with special educational needs; displays reflecting the school's diversity of language, culture, religion etc.; Specific encouragement to ensure equal participation in traditionally gender related activities and action to address issues in areas of the curriculum where boys or girls are underachieving nationally and/or in the context of the school; The use of assembly times to reinforce equal opportunity issues and promote the engagement of learners and a shared understanding of the school values.	(Children's Spiritual, Moral, Social and Cultural) elements and how the lesson relates to this. Initiatives such as Maths Mastery, Real Life Maths and Maths through Story to support girls enjoyment and achievement in Mathematics Purchase of new books for each class that reflect the diversity of our school SLT to use a range of equality themes to support cohesion and understanding of issues of race, gender, tolerance in assembly. RE scheme followed to promote tolerance for different faiths and lifestyle. RE lessons are weekly and each year group visits a different place of worship. HT to promote PSHE themes in assembly..	Three formal observations each academic year Performance Management Ongoing Through Governor monitoring of the School Development Strategy Ongoing throughout the school year

		To study of the importance of religious customs and life styles to members of the major world faiths. To visit a place of worship every year Children working in groups towards a shared goal with children having opportunities to take a range of roles within the group activities in the PSHE programme. Initiatives such as Charity Days/Mental Health Week and the Anti-Bullying campaign; Celebration of the contribution of individuals (both children and parents) from our own and different communities e.g. community awards assembly; Recognition that people have a range of cultural backgrounds and hold different ambitions, aspirations, beliefs and life experiences e.g. through RE and PSHE focus weeks,	School commitment to Charities so pupils can experience and learn about equality issues. Regular certificate and achievement assemblies. AHT works with curriculum leaders to ensure resources are reflective of modern society and aims. Use of creative and meaningful virtual workshops and speakers	Ongoing throughout the school year Ongoing throughout the school year Yearly events throughout the curriculum Throughout the school year.

		Black History and Cultural assemblies Provision of life opportunities beyond the scope of existing expectations such as a wide range of school visits Pupil Voice – School/Eco Council Meetings/Head Boy and Girl and House Captain. Child-led assemblies Reading Champions	All classes have three educational visits each year to promote understanding of equality/difference and offer new experiences to all pupils. All pupils have access to trips regardless of financial barriers. School Council and Eco-Council Meetings held bi-weekly.	Ongoing part of curriculum Ongoing throughout the school year.