Grove School

Equality information and equality objectives

Mission statement:

“Enjoy, learn, achieve”

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Grove School

1. Introduction

Grove School is an inclusive setting where all children, families, staff, governors and visitors are welcomed, respected and valued.

We believe that diversity is a strength and that everyone in our school community has the right to be treated with dignity, fairness and respect. We are committed to providing equality of opportunity, tackling discrimination and promoting positive relationships between all members of the school community.

This policy applies to pupils, staff, governors, parents and carers, visitors, volunteers and members of the wider school community.

2. Legal framework

This policy is written with regard to the Equality Act 2010 and the Public Sector Equality Duty.

The Public Sector Equality Duty requires the school to have 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 those who do not
- **Foster good relations** between people who share a protected characteristic and those who do not

3. Protected characteristics

The Equality Act 2010 identifies the following 9 protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

In a school context, some protected characteristics are more relevant to pupils, while others may be more relevant to staff, governors, parents or visitors.

4. Our Grove School Expectations

The Grove School Expectations underpin the school's ethos and support our commitment to equality and inclusion:

- We treat others as we would like to be treated
- We are kind and don't hurt others or their feelings
- We respect all property
- We always try to do our best
- We are honest and tell the truth
- We are good listeners and thoughtful speakers

These expectations help to create a happy, safe and caring environment where everyone is respected as an individual.

5. Eliminating discrimination, harassment, victimisation and prejudice-related incidents

Grove School does not tolerate discrimination, harassment, victimisation, prejudice-related behaviour or bullying. All members of the school community are expected to treat others with dignity and respect.

A prejudice-related incident is any incident which is perceived to be motivated by prejudice or hostility towards a person's actual or perceived protected characteristic. This may include incidents related to race, religion or belief, disability, sex, sexual orientation, gender reassignment, pregnancy or maternity, or any other aspect of identity.

Prejudice-related incidents may include, but are not limited to:

- discriminatory language, name-calling or jokes
- racist, homophobic, biphobic, transphobic, sexist, disablist or faith-based comments
- bullying or exclusion linked to identity or background
- physical behaviour motivated by prejudice
- graffiti, online abuse or the sharing of discriminatory material
- stereotyping, ridicule or deliberate disrespect towards another person's identity, culture, faith or background

We actively promote equality, diversity and inclusion by challenging discriminatory language, behaviour and attitudes; ensuring policies and practices are fair and inclusive; making reasonable adjustments for disabled pupils, staff and visitors; and promoting

diversity through our curriculum, resources and displays. We also ensure that recruitment, employment, promotion and training practices are equitable and inclusive.

All prejudice-related incidents will be taken seriously. Staff will respond promptly by:

- ensuring that anyone affected is safe, supported and listened to
- challenging and addressing discriminatory behaviour
- making clear why the behaviour is unacceptable
- recording, reporting and monitoring incidents in line with school procedures
- informing parents or carers where appropriate
- applying the school's behaviour, anti-bullying and safeguarding procedures consistently
- providing appropriate education, guidance, support or restorative work to those involved

Our response will focus on both accountability and education, helping pupils to understand the impact of their words and actions while ensuring that those affected are supported.

Through these actions, we seek both to prevent discrimination and prejudice and to ensure that any incidents are addressed effectively, fostering a school environment where everyone is treated with dignity, respect and fairness.

The school will monitor prejudice-related incidents to identify patterns, respond to emerging concerns and improve practice. Information about incidents will be reviewed by school leaders and reported to the Governing Body as appropriate.

The school will use this information to inform staff training, curriculum planning, assemblies, pastoral support and equality objectives.

6. Advancing equality of opportunity

We are committed to ensuring that every pupil has access to high-quality education and the opportunity to achieve their potential.

We advance equality of opportunity by:

- monitoring attainment, progress, attendance, behaviour and participation
- identifying individuals or groups who may be at risk of underachievement
- providing targeted support and intervention where needed
- making reasonable adjustments for pupils with disabilities
- supporting pupils with special educational needs and disabilities
- promoting access to clubs, trips, enrichment and leadership opportunities
- listening to the views of pupils, parents, carers and staff
- working in partnership with families and external agencies
- reviewing the curriculum to ensure it meets the needs of all pupils

7. Fostering good relations

We aim to develop pupils' understanding of the diverse society in which they live and to prepare them to contribute positively to school life, their local community and wider society.

We foster good relations by:

- teaching pupils to respect different backgrounds, cultures, faiths, beliefs and identities
- promoting British values, including democracy, respect and the rule of law
- using assemblies, curriculum opportunities and wider school activities to promote inclusion and respect
- challenging stereotypes and prejudice
- encouraging pupils to listen to others and value different perspectives
- promoting positive relationships between pupils, staff, families and the wider community

8. Equality in the curriculum

Equality and diversity are promoted through the curriculum, pastoral work, assemblies and wider school life.

The curriculum aims to:

- develop pupils' understanding of diversity
- promote respect for different cultures, faiths, beliefs and ways of life
- challenge stereotypes and prejudice
- help pupils understand rights, responsibilities and British values
- ensure that pupils see positive representations of different people, communities and experiences
- support pupils to become respectful, responsible and active citizens

Curriculum subjects such as Religious Education, RHE, history, geography and English provide opportunities for pupils to learn about identity, community, respect, diversity and fairness.

9. Disability, accessibility and reasonable adjustments

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Grove School recognises that some pupils with special educational needs may also have a disability, but that SEND and disability are not always the same.

The school is committed to:

- making reasonable adjustments for disabled pupils, staff and visitors
- improving access to the curriculum, school environment and information
- ensuring that disabled pupils are not treated less favourably
- reviewing accessibility through the school's Accessibility Plan
- working with families and external professionals to meet individual needs

Further information is available in the school's SEND Policy, SEND Information Report and Accessibility Plan.

10. Admissions

The school's admissions arrangements follow Birmingham Local Authority guidance. The school does not use race, sex, disability, religion or belief, or any other protected characteristic unlawfully as a criterion for admission.

11. Equality information and monitoring

The school uses available information to help identify equality issues and improve provision. This may include information about attainment, progress, attendance, behaviour, suspensions and exclusions, prejudice-related incidents, SEND, disability, ethnicity, language, sex, pupil voice, parent voice and staff voice.

Information is used in line with data protection requirements. The school does not publish information that could identify individual pupils.

At Grove School, we also consider information relating to pupils eligible for Free School Meals, pupils with SEND, disadvantaged pupils, pupils with English as an Additional Language, young carers, looked after children, previously looked after and other vulnerable groups.

Published data is reviewed regularly and anonymised where necessary.

Grove School has 14 out of 18 possible ethnic groups.
(Information sourced from the July 2026 report for Grove School)

Those with 5% or more are:

Race/Ethnicity	**%**
Asian or Asian British –	32
Pakistani	26
Asian or Asian British –	24
Indian	19

Asian or Asian British –	12
Bangladeshi	12
Any other mixed	10
background	18
Any other ethnic group	7

Gender: 53% male, 47% female
Pupils eligible for Free School Meals (FSM6): 56%
Pupils with Special Educational Needs (SEN) 26%
EHCP: 0.8%
Pupils with English as an Additional Language (EAL): 61%
Looked after children: 0.7%
Young carers: 0%

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

12. Equality objectives

The school publishes equality objectives to show how it is working to improve equality within the school community. Objectives are based on school evidence and priorities. The objectives are:

- specific and measurable
- agreed by governors
- reviewed regularly
- published at least every four years

The school's current equality objectives can be found in Appendix A and are published on the school website. They are reviewed as part of school improvement planning.

13. Roles and responsibilities

The Governing Body

The Governing Body is responsible for ensuring that Grove School meets its duties under the Equality Act 2010 and promotes equality, inclusion and fairness across the school community.

The Governing Body will:

- ensure that the school has an up-to-date equality policy and published equality objectives
- monitor the impact of school policies and practices on different groups
- ensure that recruitment and employment procedures are fair, transparent and non-discriminatory
- ensure that pupils, staff, parents, carers and visitors are treated fairly and without discrimination
- hold school leaders to account for promoting equality and responding effectively to incidents of discrimination or prejudice

The Headteacher

The Headteacher is responsible for leading the implementation of this policy and ensuring that equality is promoted in all aspects of school life.

The Headteacher will:

- ensure that staff understand and follow this policy
- ensure that equality considerations are reflected in decision-making, curriculum planning and school improvement
- ensure that recruitment, training and employment practices are fair and inclusive
- oversee the recording, investigation and response to incidents of discrimination, harassment, prejudice or unfair treatment
- report to the Governing Body on equality matters as appropriate

Staff, Volunteers and Visitors

All staff, volunteers and visitors are expected to support the school's commitment to equality, inclusion and respect.

They will:

- treat all pupils, families, colleagues and visitors fairly and with respect
- challenge and report discriminatory language, behaviour, bias and stereotyping

- respond appropriately to racist, homophobic, sexist, disability-related and other prejudice-related incidents
- promote positive relationships and equal opportunities
- ensure that teaching, resources and displays reflect diversity and avoid stereotypes
- follow school policies, including safeguarding, behaviour, whistleblowing, staff conduct and dignity at work procedures

All new staff receive induction on relevant school policies and expectations, including professional conduct, whistleblowing, dignity at work and equality responsibilities.

14. Monitoring and review

The school will monitor the impact of this policy on pupils, parents, carers and staff. This will include reviewing pupil attainment, progress, attendance, behaviour, exclusions, curriculum access, SEND provision and parental engagement.

Monitoring information will be used to identify any differences between groups, consider the reasons for these differences, review the effectiveness of current provision and act where improvement is needed.

Equality information will inform school improvement planning, target setting and, where appropriate, performance management objectives.

This policy will be monitored and reviewed annually by the Governing Body.

Equality objectives are reviewed and published at least every four years.

15. Links with other policies

This policy should be read alongside:

- Grove School Thinking curriculum
- Behaviour Policy
- Anti-Bullying Policy
- Special Educational Needs Policy
- Special Educational Needs Information Report
- Accessibility Plan
- Admissions Policy
- RHE Policy
- Collective Worship
- Safeguarding and Child Protection Policy
- Staff Code of Conduct
- Recruitment Policy
- Complaints Policy
- Attendance Policy

- Educational visits Policy
- Whistle Blowing Policy
- No Platform in Schools Policy

Appendix A

Equality Objectives

Equality Objectives September 2026 – July 2030					
Objective	**Steps in place to achieve objective**	**2027 Review**	**2028 Review**	**2029 Review**	**2030 Review**
Reduce the number of absences in school, especially for our disadvantaged pupils or those on our SEND register.	Monitor attendance regularly to analyse attendance by group, including disadvantaged pupils, pupils with SEND, EAL pupils, young carers and other vulnerable groups. Identify pupils whose attendance is declining before they become persistently absent and implement a package of early help support. Continued work with parents to ensure a partnership that promotes strong attendance is established and maintained. Targeted support for				

	parents to understand the consequences of low attendance in terms of academic and social progress, through clear communication. Identify targeted support for priority parents to help them to improve low attendance including support from outside agencies if necessary.				
Monitor and analyse pupil achievement by race, sex and disadvantaged and act on any trends or patterns in the data that require additional support for pupils.	Termly analysis by YGL, AHT, DHT & HT to identify trends and patterns. Termly analysis by YGL, AHT, DHT & HT to review effectiveness of additional support. Ensure class teachers, subject leaders, the SENDCo and senior leaders use the data to plan interventions and adapt teaching. Monitor the impact of				

	interventions on pupil progress and adjust support where progress is not improving.				
Improve children's cultural capital* by fostering an environment which represents a diverse range of people in the books, resources, images and content we present to children within our school. This includes people with protected characteristics.	Seek opportunities for children to meet a diverse range of people through the visitors we invite into the school and the offsite visits we arrange. Pupil surveys and pupil conversations. Parent surveys and parent workshops.				
Improve early identification and support for pupils with social, emotional and mental health needs, particularly pupils with SEND, disadvantaged pupils, young carers and pupils with attendance or wellbeing concerns,	Staff are trained to identify early signs of mental health or emotional wellbeing concerns Regular pastoral meetings attended by the school's pastoral team Pastoral/SEND referral				

so that barriers to learning are reduced and pupils can access school life positively and safely	systems are reviewed and used consistently Targeted pupils have support plans where appropriate Pupil voice shows that children know who they can speak to if they need help Attendance, behaviour and wellbeing information is monitored for vulnerable groups				
Prioritise participation of disadvantaged pupils and pupils from other vulnerable groups in after-school activities	Identifying after-school clubs and activities that reflect a range of cultures, experiences and interests. Setting an agreed quota for PPG/LAC pupils when recruiting for after-school club participation. Monitoring of places each half-term by the PE lead, music lead and AHTs				
Increase	Subsidize significantly the				

participation of disadvantaged pupils in educational visits and residentials	cost of educational visits for all children. We subsidize further the cost of residentials for PPG children. Half-termly monitoring by Educational visits co-ordinators (AHT, DHT and HT)				

**Cultural capital, as defined by the Cultural Learning Alliance, is "embodied by an individual who is knowledgeable about a wide range of culture and is comfortable discussing its value and merits. It is characterised by the experience and skill to be able to deploy the appropriate knowledge in any given situation: a job interview, a conversation with a neighbour, building a work network and so on."*