



Grove School

Equality information and equality objectives

Mission statement:

“Enjoy, learn, achieve”

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Grove School

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it.

The 9 protected characteristics are:

- Sex
- Race
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Age
- Disability
- Marriage and civil partnership

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Grove School. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act. We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

Our commitment to advancing equality is demonstrated through:

- The implementation of our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in school development
- Listening to parents/carers
- Listening to pupils at all times, fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it

We foster good relations by:

- - Ensuring that equality and diversity are embedded in the curriculum and in collective worship.

A. Grove's equality curriculum

We aim to develop the children's awareness of the diversity of the society in which we live.

We aim to make the whole of their school experience positive and equip children with the skills to develop positive attitudes towards a racially and culturally diverse society.

We aim to ensure that all pupils have an understanding of British values and that every citizen has a role to play within a democracy

The school complies with the Public Sector Equality Duty. This duty can be found at the end of this policy. Our school policy outlines how, as a school, we comply with this duty.

The Grove Expectations underpin our philosophy for equal opportunities.

Grove Expectations:

- 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

At Grove we strive for excellence in our partnership with parents and other agencies to ensure equality for all children.

At Grove school we strive to positively promote British values through our pastoral work and curriculum work with pupils.

Discrimination on the basis of our culture, religion, sex, religion, ability or sexuality is not tolerated at Grove School.

Every person at Grove contributes towards a happy and caring environment by showing respect for and appreciation of each other as individuals.

We will educate and develop all children whatever their religious, cultural, ethnic, sexual or social background.

We ensure that all pupils have equal and full access to the wide range of educational opportunities provided, this includes pupils with special educational needs and disabilities.

We are committed to combating racial discrimination and racial harassment by challenging stereotyping and prejudice whenever it occurs.

We endeavour to make school a welcoming place for all ethnic and national groups represented in the community. Our Thinking Curriculum supports this objective.

We ensure that all recruitment, employment promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning, for example by ensuring that school resources reflect a diverse society and do not portray negative images.

Through the curricular programme we reflect positive attitudes and values towards all social, racial and ethnic groups. In Religious Education the children learn about celebrations and beliefs of world religions. The RHE and Citizenship curriculum contain aspects that promote respect for all.

The curricular programme for history and geography celebrates the achievements of local, national and international figures.

The school admissions policy follows the Birmingham Local Authority guidelines which does not permit gender, race, colour, or disability to be used as criteria for admission.

When selecting classroom resources, teachers are sensitive of all members of the class and do not provide material that may be seen as racist, homophobic or sexist in nature.

In assemblies stories and poems from a variety of cultures and faiths and real life situations are used to challenge racism and stereotypes.

The needs of all pupils will be met, for further information refer to the Special Educational Needs policy and School Offer for SEND on the school website www.grove.bham.sch.uk/keyinformation and parents/school policies

B. DEFINITIONS

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

This covers the following categories:

- Mobility
- Physical coordination
- Manual dexterity
- Continence
- Ability to lift, carry or otherwise move everyday objects

- Speech, hearing, eyesight
- Memory or ability to learn, concentrate or understand
- Perception of risk or physical danger

The definition was amended under the 2005 Disability Amendment Act to

- Include all those with cancer or surviving cancer
- Include those with HIV or Multiple Sclerosis from the point of diagnosis
- Remove the requirement for mental impairment to be clinically well recognised

There will be an overlap between those pupils with SEN and those with disabilities.

The definition of **institutional racism** is ‘the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin.’ It can be seen in processes, attitudes and behaviour that amount to discrimination, through unwitting prejudice, ignorance, or thoughtless and racist stereotyping, all of which disadvantage minority groups.

A **racist incident** is an action which is motivated by the desire to discriminate on the basis of a person’s ethnicity. Any incident of racial harassment is unacceptable in our school. An incident could take the form of physical assault, verbal abuse, damage to personal property or lack of cooperation in a lesson, on account of another pupil’s ethnicity.

Minority ethnic groups include Gypsy travellers, refugees, and asylum seekers and in certain contexts, white Europeans.

Equality information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

C. Equality Information at Grove School.

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)

- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups

It may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is sensitive personal information. In these cases we have indicated this by an asterisk*.

Grove school has 14 out of 17 possible ethnic groups.

(Information sourced from the October 2022 IDSR report for Grove School)

Those with 5% or more are:

Race/Ethnicity	%
Asian or Asian British - Pakistani	32
Asian or Asian British – Indian	24
Asian or Asian British – Bangladeshi	12
Any other mixed background	10
Any other ethnic group	6

Gender: 52% male, 48% female

Pupils eligible for Free School Meals (FSM): 42%

Pupils eligible for Pupil Premium Finding – Disadvantage group: 41%

Pupils with Special Educational Needs (SEN) 20%

Pupils with English as an Additional Language (EAL): 67%

Looked after children: 0.6%

Young carers: 0.15%

(Information sourced from our SEF)

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.

D. Equality Objectives

Equality Objectives 2022-23		
Objective	steps in place to achieve objective	Evidence of progress – (To be reviewed July 2023)
Increasing participation of disadvantaged pupils 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.	Monitored each half-term by the PE lead, music lead and AHTs
To monitor and analyse pupil achievement by race, gender 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.	Monitored termly and progress reviewed.
Review the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping	Curriculum leaders to review curriculum content (Core texts, poems, class novel, library books, visits and visitors) to ensure diversity and promote a diversity of role models. Pupil surveys and pupil conversations. Parent surveys and parent workshops.	Monitored half-termly by YGL, AHT, DHT and HT. Twice a year – Autumn & Summer term. Twice a year – Autumn & Summer term
Increasing participation of disadvantaged pupils in educational visits and residential	Subsidize significantly the cost of educational visits for all children. We subsidize further the cost of residential for PPG children.	Visits each half-term and monitored by Educational visits co-ordinators (AHT, DHT and HT)

E. The role of the Governing Body

The Governing Body is committed to promoting race equality and equal opportunities and will do all it can to ensure that all members of the school community are treated fairly and equally.

They will:

- Ensure that the school has a written policy on equality objectives and review this policy annually
- Ensure that the school continues to assess the impact of its policies on all ethnic groups
- Ensure that no one is discriminated against when applying for jobs at the school
- The Governing Body ensures that everyone is treated equally when applying for posts at the school and there are rigorous checks in place with regard to the recruitment process
- The Governing Body will ensure that no child is discriminated against on any basis whilst in Grove School.

F. The role of the Head teacher

- The Head teacher will oversee the implementation of the school's equality objectives and is supported by the governing body in so doing.
- The head teacher will ensure that all staff are aware of the policy and apply the guidelines in all situations.
- The head teacher ensures that all appointment panels give due regard to the policy so that no one is discriminated against when it comes to employment or training opportunities.
- The head teacher treats all incidents of unfair treatment any racist incidents with due seriousness.

G. The role of all staff and visitors to Grove

All staff working with pupils ensures that all pupils are treated fairly, equally and with respect. No child is discriminated against.

All staff and visitors should:

- deal with racist, homophobic and other hate-incidents;
- be able to recognise and tackle bias and stereotyping;
- promote equal opportunities and good race relations;
- avoid discrimination against anyone for reasons of ethnicity, disability or gender;
- keep up to date with the law on discrimination;

When selecting materials, all staff pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. To promote race

equality, all staff strive to provide material that gives positive images of ethnic groups and that challenges stereotypical images

All staff have a responsibility to challenge any incidents of prejudice or racism. The school trains staff in 'Dignity at work' procedures in conjunction with Birmingham City Council.

Induction of new staff includes: whistleblowing, no platform in schools, dignity at work and the Birmingham City Council code of conduct.

H. Monitoring and review

The school will monitor the impact of this policy on pupils, parents and staff. In particular, we will monitor the impact of our policies on the attainment levels of our pupils.

To monitor our pupils' attainment we will collect information about pupils performance and progress, analyse it and use it to examine trends. To help interpret this information we will monitor other areas that could have an adverse impact on pupils' attainment such as:

- Exclusion
- Attendance
- Curriculum, teaching and learning (including language and cultural needs) and provision for pupils with special educational needs
- Parental involvement

Monitoring information will help us to

- Highlight any difference between pupils
- Ask why these differences exist and test explanations given
- Review the effectiveness of current targets and objectives
- Decide what further action will be necessary to meet particular needs and to improve the performance of pupils
- Rethink and set targets in relevant strategic plans
- Links will be made with Performance Management objectives which will include qualitative information as well as quantitative data
- Take action to make improvements

The policy will be monitored and annually reviewed by the governing body.

Policies linked with further information:

Grove School Thinking curriculum
RHE curriculum
Collective Worship Policy
Safeguarding & Child Protection Policy
Special Educational Needs Policy
Accessibility Plan
SEND School Offer
Attendance Policy
Educational visits Policy
Whistle Blowing Policy
Behaviour Policy
Anti -bullying Policy
No Platform in Schools Policy