

# **GHYLLGROVE PRIMARY SCHOOL**



## ***Equalities Statement 2024***

*Adopted by the Governors: Spring 2024*

*Date to be reviewed: Spring 2026*

The Public Sector Equality Duty 2011 has three aims under the general duty for schools, academies and settings:

1. eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
2. advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
3. foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Ghyllgrove Primary school has considered how well we currently achieve these aims with regard to the nine protected equality groups: age/disability/gender reassignment/marriage and civil partnership/pregnancy and maternity/race/religion or belief/sex/sexual orientation.

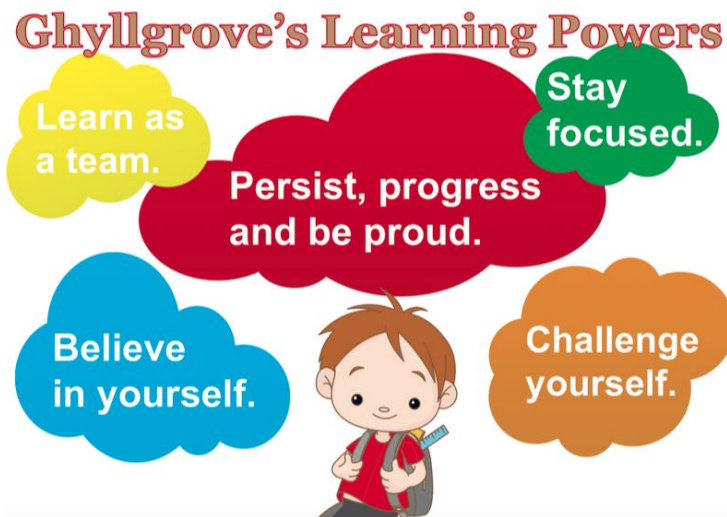
In compiling this equality information, we have:

- Identified evidence already in the school setting of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

## **SUMMARY OF OUR EQUALITIES EVIDENCE**

In relation to **RACE**, the evidence we hold tells us:

- Racist incidents are rare, dealt with promptly and are reported to Governors.
- The RE and PSHE curriculum is varied and includes many different religions and beliefs to promote inclusion.
- Policies include all children in our school.
- We have an increasing number of languages spoken at our school.
- Our pupils understand what it means to be a British Citizen and uphold British Values.
- All staff have completed 'Prevent' Training and receive regular updates.
- Our pupils regularly discuss and understand our core values:



In relation to **DISABILITY**, the evidence we hold tells us:

- We have a high number of pupils with medical needs compared to other schools.
- Pupils, parents and staff with medical needs feel included in school life.
- We make "reasonable adjustments" for pupils and staff with disabilities, including an assigned British Sign Language qualified signer for deaf children for assemblies and in class.
- Pupils who transfer to our school make friends quickly and have a more positive experience than they did elsewhere.
- The PSHE and Citizenship curriculum addresses this in an age appropriate way in each year group.
- Assemblies are inclusive for all children
- We have good access for children with disabilities and will make reasonable adaptations where needed.
- Good communication with parents and outside agencies ensure smooth transitions between classes and schools for disabled pupils.

In relation to **SEX**, the evidence we hold tells us:

- Boys and girls attain differently in English and Maths in some cohorts but make good progress from their starting points.
- All children have access to after schools clubs.
- All children from EYFS to Year 6 have regular access to qualified Sports Coaches.

In relation to **GENDER REASSIGNMENT**, the evidence we hold tells us:

- Our curriculum, school policies and recruitment procedures do not discriminate.
- We would make "reasonable adjustments" if notified of any issues as we

have for other needs.

In relation to **PREGNANCY AND MATERNITY**, the evidence we hold tells us:

- Our Science and Health and Relationships Education suits our pupil's needs.
- We complete a risk assessment to meet the needs of individuals who are pregnant.
- All staff can submit a flexible working request to ask to work hours to suit them on returning to work after pregnancy.
- Staff choose to return to work here after maternity leave.

In relation to **RELIGION AND BELIEF**, the evidence we hold tells us:

- Our collective worship is inclusive.
- We practice Equality and Diversity in Employment.
- A wide and varied curriculum is covered by all children throughout our school.
- We have visits from Christian leaders for collective worship and welcome other faith visitors.
- We visit local places of worship to enhance our Religious Education curriculum.

In relation to **SEXUAL ORIENTATION**, (including L.G.B.T.) the evidence we hold tells us:

- Our Science, health and relationships education suits our pupil's needs. We have an equal opportunity policy to address this.
- Children rarely use negative language aimed at implying sexual orientation or gender, but this is always challenged by staff and some pupils and is reported to Governors.
- All children have full access to the curriculum and after schools club.
- Our children readily accept that all families are different and are made up of many different combinations of people.

In relation to **ECONOMICALLY DISADVANTAGED**, the evidence we hold tells us:

- The progress of pupils who qualify for Pupil Premium differs from cohort to cohort and is often due to SEN rather than their economic disadvantage.

## **SUMMARY OF HOW WE CURRENTLY ENGAGE WITH PROTECTED GROUPS**

In relation to **RACE**, our self-evaluation tells us:

- We involve pupils and families.
- Our Equal opportunities policy allows for the inclusion of all groups.
- We promote British values.

In relation to **DISABILITY**, our self-evaluation tells us:

- Awareness raised by PSHE curriculum for all children is good.
- Our pupils are tolerant and understanding towards pupils with disabilities, particularly those who have A.D.H.D., autism or medical needs due to our open and honest discussion with pupils and parents about individual needs.
- Our Health and Safety policy meets the needs of individual children.
- Our building is accessible for wheelchair use.

In relation to **SEX**, our self-evaluation tells us:

- Data shows there is a difference in some cohorts, between the attainment of boys and girls.

In relation to **PREGNANCY AND MATERNITY**, our self-evaluation tells us:

- Risk assessments for pregnant staff meet the needs of individuals using Health and Safety guidelines.
- Good liaison exists between school and the school nurse, counsellor and other agencies.
- Most staff return to work at Ghyllgrove Primary School following maternity leave.

In relation to **AGE**, our self-evaluation tells us:

- Staff and Governor age is varied.
- Recruitment is based on ability not age.
- All pupils are expected to work hard and are treated with respect and independence is encouraged regardless of age.

In relation to **RELIGION AND BELIEF**, our self-evaluation tells us:

- We have a wide and varied curriculum.
- We involve a number of different religions within the curriculum including pupils talking about their religion to their peers.

In relation to **SEXUAL ORIENTATION**, (including L.G.B.T.), our self-evaluation tells us:

- Pupils and families tend to approach the school to discuss any issues.
- These issues are addressed regularly with all pupils in an age appropriate manner through our PSHE curriculum.

In relation to **ECONOMICALLY DISADVANTAGED**, the evidence we hold tells us:

- The progress of pupils who qualify for Pupil Premium is already tracked by staff and Governors and forms part of regular discussions with class teachers.
- We put in place available and appropriate support including signposting to food banks, providing food parcels.

**Reviewed by staff and governors: February 2024**

**Next Review date: February 2025**