



Single Equality Plan



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1 INTRODUCTION

Grange Farm Primary School is committed to equality of opportunity for all. We have a School Vision rooted in our shared aspirations for our pupils and we are very clear that this means **all** pupils.

This Single Equality Plan sets out how we embed this into our day-to-day practice, incorporating our equality statement, our equality information and objectives and also the school's accessibility plan.

Combining these elements into one document shows the school's understanding that they are not bolt-on extras that sit aside from the work of the school but are intertwined and are integral to our vision, ethos and purpose.

The Single Equality Plan is set up along the following structure and principle:

Legal duties



Grange Farm Primary School context



How well we are doing and how we know



Planning for improvement

2 LEGAL DUTIES

As a school, we welcome our duties under the Equality Act 2010.

The general duties are to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:



- Age (for employees)
- Disability
- Ethnicity
- Gender
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual identity
- Marriage and civil partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet these general duties. These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions (we will not publish anything that can specifically identify any individual child or adult)
- Prepare and publish Equality Objectives
- Prepare and act on a school Accessibility Plan

In order to prepare objectives, we will collect data related to the protected characteristics above and analyse the data to determine the focus for them. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attainment
- Attendance
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

Grange Farm Primary School is opposed to all forms of prejudice and we recognise that children who experience any form of prejudice related discrimination may fare less well in the education system. We provide both



our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and report them to the Local Authority using their guidance material. Numbers of incidents are also systematically reported to the Governing Body through the Headteacher's Report.

3 GRANGE FARM PRIMARY SCHOOL CONTEXT

3.1 School Context

Grange Farm Primary School is a growing school in the Styvechale suburb of Coventry.

It is larger than average with approximately 420 pupils on roll comprising of cohorts based on 60 children from Reception to Year 6. In September 2018, the school completed an increase from one-form to two-form entry.

The school maintains a very good reputation within the local community and across wider Coventry. Pupil numbers are consistently high with very few free spaces in any cohort. There are waiting lists in many cohorts. Successful appeals to the local admissions team occasionally result in class sizes above 30 but this is against the general school policy. The school has a higher than average stability within the pupil population.

The proportion of children in receipt of the Pupil Premium (approximately 6%) is well below the national average. The proportion of children on the Special Educational Needs register (approximately 12%) is slightly below the national average. Whilst relatively small, the sizes of each of these groups has been showing a growing trend over the past three years. There has been a rise in the needs of pupils joining the school since the increase to two-form entry. Despite the increase in capacity, the school's catchment area has not been enlarged and an increasing proportion of the school population now come from beyond this area.

For some purposes in school, we will group together children with Special Educational Needs or Disabilities (e.g. comparing achievement data with national averages) as this helps us to measure how effective our provision is. However, we recognise that all children on the SEND register are individuals and have their own particular needs which require specific provision. We also recognise that being on the SEND register does not lower expectations in terms of social development and academic progress.



The school has a multi-cultural population with the most significant proportions coming from White British (approximately 38%) and Indian (approximately 42%) backgrounds but with a large number of other ethnic backgrounds also represented. The proportion of children speaking a home language believed to be other than English is above the national average (approximately 22%) although there are very few children (1 or 2 at most at any given time) in the very early stages of English language acquisition.

The following tables give the make-up of the school population in more detail:

Gender	Number	Proportion
Female	222	53%
Male	199	47%

Ethnic Background	Number	Proportion
Any Other Asian Background	6	1.4%
Any Other Mixed Background	3	0.7%
Any Other White Background	6	1.4%
Bangladeshi	5	1.2%
Black African	9	2.1%
Chinese	4	1.0%
Indian	193	45.8%
Pakistani	23	5.5%
White British	149	35.4%
White and Asian	12	2.9%
White and Black African	1	0.2%
White and Black Caribbean	8	1.9%

This information comes from parents and carers. They have the right to refuse providing this information and hence the above numbers do not add up to 100% of the school roll.

A child's ethnic background does not define or limit our expectations of them in school. When we consider children's characteristics, we are doing so in order to value them and to ensure that our provision is matching the needs of all children in school.



3.2 School Vision

At Grange Farm:

- We aim to develop and extend every pupil to enable them to fulfil their potential. We are committed to developing a life-long passion for learning in every child
- We have a caring, sensitive ethos and an understanding that children need to feel safe, be happy and to be developing into confident, independent young people
- We believe that successful education is a partnership between staff, pupils, parents and the community

We want our pupils to be happy and to have an enthusiasm for life. We want to develop:

Independent, Curious Learners

Children that...

- Embrace new challenges
- Are motivated and enthusiastic
- Demonstrate curiosity
- Want to be involved in their own learning

Healthy Self-Esteem

Children that...

- Demonstrate self-confidence
- Are self-assured
- Demonstrate physical well-being

Global, Social and Moral Responsibility

Children that...

- Have respect for others
- Have respect for the environment
- Have an awareness of the world around them
- Possess a good moral code

Essential, Crucial and Critical Life Skills

Children that...

- Have strong basic literacy and numeracy skills
- Are good communicators
- Are financially astute
- Demonstrate appropriate IT skills and understanding



3.3 Our Core Principles of Equal Opportunity

Physical access for all	Physical barriers to children, staff, governors, parents and other site users are identified and addressed.
Access to the curriculum for all	All children are included in all curriculum areas in ways that are as appropriately tailored to their needs as possible. All children achieve well (make good progress and attain good standards) in comparison with all children nationally. All children have ambitious aspirations for what they can achieve and what they will become.
Access to extra-curricular activities for all	All children feel confident in engaging in the full range of extra-curricular activities that the school has on offer.
Access to information for all	All stakeholders can access key information about the school in formats that make it as easy as possible for them to understand.
Shared understanding of equality and diversity	All stakeholders understand and value that everybody is welcome at Grange Farm. They know that understanding and respecting similarities and differences is key to the school community (and wider society) thriving.
Social and emotional acceptance for all	All stakeholders feel welcome in the Grange Farm community. Nobody is isolated by insufficiencies in systems or by discriminatory behaviour by other stakeholders. Where instances of potential discrimination are highlighted, they are investigated robustly and, where necessary, appropriate steps are taken to avoid reoccurrence.
Equality of opportunity for adults to impact on children's learning	The school follows good equalities practice in the recruitment and professional development of staff and volunteers (including governors). Children work with adults who are representative of the school community as a whole and who are confident that their abilities are valued and nurtured.

It is against these core principles that we monitor and evaluate our effectiveness in achieving equality of opportunity (Section 4) and therefore develop our plans for improvement (Section 5) which are structured directly around them.



3.4 Roles and responsibilities of stakeholders

We believe that promoting equality is the responsibility of everyone in the school community:

Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. The governing body will also agree the Equality Statement and objectives.
Headteacher	As above and, in addition, promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that the whole school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the headteacher as above and, in addition, to ensure fair treatment and access to services and opportunities. Ensure that staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to parents/carers on how they can expect to be treated. Design and deliver an inclusive curriculum. Ensure that they are aware of their responsibility to record prejudice related incidents.
Non-teaching Staff	Support the school and governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the headteacher on how pupils and parents/carers can expect to be treated. Support colleagues within the school community. Ensure that they are aware of their responsibility to record prejudice related incidents.
Parents/Carers	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.



Pupils	Support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the headteacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Other stakeholders (including local community members)	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community has access to our equality statement, information and objectives by publishing these on the school website.



4 HOW WELL WE ARE DOING AND HOW WE KNOW

4.1 Monitoring and Evaluation Philosophy

Monitoring and evaluating the effectiveness of our approach to providing equal of opportunity falls into two areas:

- Planned Monitoring and Evaluation activities
- Ad hoc Monitoring and Evaluation activities

If we worked on the premise that we already knew all of the potential areas of concern with respect to provision of equal opportunity, we could potentially be blind to other, very real, concerns as they arose. Planned activities (4.2 - detailed on page 10) enable us to be proactive where possible but there is still a need to be reactive when new issues occur (4.3 - see recording sheet on page 11).

Stakeholders need to know that the school welcomes new ideas to improve provision and that these will not be treated as complaints (unless that is the stated intention) but as pathways to a more effective environment for all. A spirit of openness is crucial to continuing development in this area.



4.2 Planned Monitoring and Evaluation

Core Principle		Planned Monitoring and Evaluation Activities*
Physical access for all	Physical barriers to children, staff, governors, parents and other site users are identified and addressed.	Health and Safety Inspections; Learning Walks
Access to the curriculum for all	All children are included in all curriculum areas in ways that are as appropriately tailored to their needs as possible. All children achieve well (make good progress and attain good standards) in comparison with all children nationally. All children have ambitious aspirations for what they can achieve and what they will become.	Learning Walks; Pupil Interviews; Drop-In Observations; Formal observations; Work scrutiny; National and internal achievement data analysis; Pupil Premium Analysis
Access to extra-curricular activities for all	All children (including SEND) feel confident in engaging in the full range of extra-curricular activities that the school has on offer.	Sports Premium Analysis; Pupil Premium Analysis
Access to information for all	All stakeholders can access key information about the school in formats that make it as easy as possible for them to understand.	Named governor for equality maintains an overview as documents are discussed for approval at meetings of the governors
Shared understanding of equality and diversity	All stakeholders understand and value that everybody is welcome at Grange Farm. They know that understanding and respecting similarities and differences is key to the school community (and wider society) thriving.	Pupil interviews; Surveys; Learning Walks; Work scrutiny; Drop-in observations; Formal observations
Social and emotional acceptance for all	All stakeholders feel welcome in the Grange Farm community. Nobody is isolated by insufficiencies in systems or by discriminatory behaviour by other stakeholders. Where instances of potential discrimination are highlighted, they are investigated robustly and, where necessary, appropriate steps are taken to avoid reoccurrence.	Governors have frequency of incidents of discriminatory, anti-bullying and extreme behaviour incidents (i.e. leading to exclusion) reported in Headteacher Reports; The Chair of Governors is made aware of complaints; Pupil Interviews; Surveys
Equality of opportunity for adults to impact on children's learning	The school follows good equalities practice in the recruitment and professional development of staff and volunteers (including governors). Children work with adults who are representative of the school community as a whole and who are confident that their abilities are valued and nurtured.	Governor involvement on recruitment panels; Surveys; Governor overview of performance management processes

*Monitoring and evaluation activities identified are the most likely sources of evidence but not exhaustive lists. Evidence for effectiveness of the school's equality practice could and should be sought in all monitoring and evaluation activities and in observation throughout school life. From March 2020 our standard monitoring and evaluation practices have been affected by the Covid-19 pandemic. The range will increase again as soon as we are able to safely enable this.



4.3 Equal Opportunities – Issue / Idea Arising

Date:	
Person raising issue / idea:	
People this concerns:	
Description of the issue / idea:	

School Response

Date:	Response by:
Response: e.g. further investigation or action; who this was shared with; justification if no investigation or action is to take place	



4.4 Current effectiveness

Core Principle	Evaluation	Action required?
Physical access for all	<p>Generally, practices and processes are in place to ensure smooth access to the school site for users of all abilities. However, two key issues have been identified as requiring attention:</p> <ul style="list-style-type: none"> • Introducing clearer parking spaces for site users with a disability • Including accessibility information on letters to parents/carers such that all attendees of school events are aware that they can ask for support if required* 	Yes
Access to the curriculum for all	<p>Ongoing data analysis suggests that almost all potentially vulnerable groups in school compare well with the national averages for all pupils nationally (the standard we are aiming to surpass). However, there is an identified need to establish more quantifiable evidence for the progress being made by SEND learners with a high level of need (e.g. those working well below age-related expectations).</p> <p>Within particular cohorts, there are differences in the performance of particular groups (e.g. by gender). This is an area identified by Ofsted in their inspection during October 2018. Whilst no consistent whole school pattern is in place, ensuring all children perform well is a focus for teachers considering their individual classes and cohorts.</p> <p>An action moving forward, arising from discussion with our Equal Opportunities governor, is to review provision in school for children whose home or first language is not English.</p>	Yes
Access to extra-curricular activities for all	<p>In the 2019/20 academic year we began reviewing our approach to co-curricular opportunities (including, for example, school council) to ensure we are making the most of these opportunities for all members of the schools' population. However, this work was curtailed by the Covid-19 Pandemic and will resume when appropriate during 2020/21.</p>	Yes
Access to information for all	<p>We are aware of the need to alter provision for children and/or adults with specific disabilities (e.g. sight or hearing impairment) and have systems in place to enable us to do so (e.g. external professional advice/support where required).</p>	No



<p>Shared understanding of equality and diversity</p>	<p>Monitoring and evaluation indicates that children display a strong sense of valuing equality and diversity. In pupil interviews, children indicate that they enjoy time learning about and from one another's' faiths (which is supported by the SACRE agreed RE syllabus).</p> <p>In 2019/20, staff and governor training about equal opportunities was added to our rolling continuing professional development schedule. This was delayed by the Covid-19 pandemic but remote governor training took place in October 2020 with staff training to follow later in the academic year.</p>	<p>Yes</p>
<p>Social and emotional acceptance for all</p>	<p>All incidents involving discrimination are recorded as per school and LA policy. The frequency and nature of these does not suggest an issue that requires action other than the current relevant foci of the curriculum.</p>	<p>No</p>
<p>Equality of opportunity for adults to impact on children's learning</p>	<p>Nothing in relevant Monitoring & Evaluation activities has highlighted a concern in terms of equality of opportunity for staff or volunteers.</p>	<p>No</p>

Where action is identified as being required (final column), this means that an action is in place in Section 5.



5 PLANNING FOR IMPROVEMENT

This plan incorporates the Accessibility Plan and also serves as an action plan for other areas concerned with Equal Opportunity

The Accessibility Plan is concerned with the Core Principles: Physical access for all; Access to the curriculum for all; Access to extra-curricular activities for all; Access to information for all

Core Principle	What are we doing?	How are we going to do it?	Who is involved?	What resources are needed?	When will it be done? How will we know?	Monitoring Comments
Physical access for all	Improving disability parking	Investigate as an integrated part of building improvement strategy	Head SSO RM Govs LA Surveyor	Devolved Capital Delegated Budget	Ongoing – Reports to go to Governors Resources Committee	Plans in place but need refreshing
	Improving accessibility messages to parents / carers	Introducing accessibility information paragraph to letters about school events	Head Admin team	None	To be reviewed by Equal Opportunities governor	Text agreed but yet to be used within standard letters as Covid-19 has prevented visitors coming into school.



Core Principle	What are we doing?	How are we going to do it?	Who is involved?	What resources are needed?	When will it be done? How will we know?	Monitoring Comments
Access to the curriculum for all	Introducing an improved system for monitoring the progress of children working well below age-related expectations	This is included on the Personalisation for Progress Action Plan in the 2020/21 School Improvement Plan as a continuing action and includes work with other schools within our primary network	SENDCO Inclusion Lead SEND governor	Time	Renewed system in place	Reviewed by governor with responsibility for SEND – new system in place with reports going to Governors Quality and Standard Committee
	Refreshing focus on the performance of particular groups in Reading, Writing and Maths in order to ensure all groups perform well	Renewed focus at Pupil Progress meetings Renewed focus at Governor Data Analysis meetings Investigation of specific interventions / approaches if patterns do emerge in any subject or phase or at class level	Head SLT Teachers	Time at meetings Possible training and resources	From September 2019 onwards	Reviewed by governors who carry out Data Analysis focussed work and then by Q&S at data meetings. Begun in 2019/20 and a continuing action to embed during 2020/21.



Core Principle	What are we doing?	How are we going to do it?	Who is involved?	What resources are needed?	When will it be done? How will we know?	Monitoring Comments
	Review provision in school for children for whom English is not their first or home language	Review policy in place and consider impact using data and other evaluation tools (e.g. pupil interview)	Deputy Head Other teachers are appropriate	Time	Reviewed policy in place – discussed with Equal Opportunities governor	
Access to extra-curricular activities for all	Reviewing approach to co-curricular activities with respect to equality	Reviewing co-curricular responsibilities and opportunities to ensure we are maximising the benefit of these for all groups	Head SLT Teachers	Time	To be reviewed by Equal Opportunities governor	Begun during 2019/20 but delayed by Covid-19. Continue when appropriate in 2020/21.
Shared understanding of equality and diversity	Adding Equal Opportunities training to our ongoing programme of professional development for staff and governors	Booking training with an appropriate external provider	Staff Governors	Budget for training and to pay non-teaching staff to attend	Training before end of 2019/20 to be reviewed by Equal Opportunities governor	Governor training has taken place for the first time. Staff training to follow in 2020/21.



6 COMMUNICATION / COMPLAINTS

One of the key principles of this policy is openness of communication between all stakeholders. Where a barrier exists, we want to talk about it to help remove it. People should be sensitive to the views of others but feel empowered to have conversations about the diversities within the community without unnecessary fear of causing offence.

If any stakeholder feels discriminated against according to the principles identified in this policy, they should raise this using the process described in the school's Complaints policy.

7 MONITORING AND REVIEW

The Resources and Management Committee of the governing body are the main monitoring and review body for this policy and the resulting actions shown in Section 5.

The policy will be formally reviewed annually. However, Equal Opportunities will feature as a standing item on all agendas of the Resources and Management Committee. The policy itself (particularly sections 4 and 5) is a live document that could be subject to frequent change.

To facilitate this, the governing body have appointed a named Equal Opportunities governor who will meet regularly (at least once per term) with the Headteacher to update the policy as necessary and monitor the progress of actions identified in section 5. They will then report back to the Resources and Management Committee with the updated policy and, as necessary, a report demonstrating support and challenge at their meeting with the Headteacher.

The current named governor for Equal Opportunities is Kirandeep Khatkar.