



## Elm Grove Primary School Equalities Statement 2023

### Everyone Included, Everyone Valued, Learning and Thriving Together

**At Elm Grove, fair means that everybody gets what they need, not that everybody gets the same**

We all have equal rights, but we have unique needs. We recognise that to provide for these we need to ensure equality of opportunity for all pupils. We aim to build on our similarities and to seek enrichment from our differences and so promote understanding and learning between and towards others to create a cohesive community.

The Equality Act 2010 requires schools to publish information to show how we are working to:

- Eliminate discrimination
- Advance equality of opportunity between people who share a protected characteristic\* and people who do not share it
- Foster good relations between groups of people

\*Protected characteristic is the term used in the Equality Act to describe a range of diverse groups, including:

- Disabled pupils (including hidden disabilities e.g. Autism) and those with Special Educational Needs (SEN)
- Gender, including gender reassignment and transgender pupils
- Minority ethnic pupils
- Pupils for whom English is an additional language (EAL)
- Sexual orientation
- Gypsy, Roma and Traveller children
- Religion or belief

In addition to these groups, we believe it is important to consider the specific needs of other vulnerable pupils such as those who are looked after, children from refugee families, those who have a carer's role and children eligible for pupil premium funding.

Our school community is made up of a wide range of families and below is a summary of our census data showing the range of differing groups we have in the school:

## Contextual information about our school community taken from Census data from October 2023 Census

**Number On Roll:** 406 pupils (Max 436) - 207 boys & 199 girls

### **Significant Vulnerable Groups:**

18% Pupil Premium

14.5% SEND support (Special Educational Need & Disability)

2% EHC plans (Education Health Care Plan) = 11 pupils + 1 further pending

20% BAME (Black, Asian and Minority Ethnic)

2.5% Post looked-after arrangements

10% EAL (English as an Additional Language)

13.5% Medical conditions

0.1% Service Children

Gender identity-We are aware that there may be individual children in our school community who question their gender identity and may express their gender identity in a way that does not conform to stereotypical norms or the biological sex they assigned to at birth. We would work with any child and their family to support them if they were gender questioning.

We also know that our parents and carers will be represented across all the protected groups.

### **What we do:**

We aim to give the best possible education to all children and make sure everyone feels equally welcomed and valued. To achieve this, we have worked hard to ensure that the equalities agenda is threaded throughout all that we do. Our school motto is referenced by staff in all they do and understood clearly by children and families at Elm Grove.

We have a carefully planned PSHE curriculum which includes lessons on family diversity, democracy and citizenship, protective behaviours, anti-racism, Young Carers and relationship and sex education in all year groups. As well as teaching the children about equality and diversity through the curriculum and particularly through our PSHE curriculum, we also regularly discuss these ideas with the children in assemblies and aim to reflect these values in our day-to-day interactions with the children.

We have developed a clear behaviour policy to ensure the safety and happiness of all and enable all children and adults to be able to work to their best ability. We have a robust system of recording and reporting racist, homophobic, religiously motivated, and other prejudiced based incidents. Our Anti-bullying work includes a high-profile antibullying week in November, with recent themes focussing on the importance of standing up for others.

We have an active school council to give pupil voice a clear platform and who work to contribute to the outcomes of the School Development Plan as well as respond to issues raised by pupils throughout the year. Annual pupil, parent and carer, staff and governor questionnaires are carried out each year, and the findings of these are reported to the school community and inform our school development planning.

## We promote Disability equality by

- Recognising the different abilities we all have, whilst also acknowledging that some people have specific difficulties which require adjustments to be made.
- Working closely with the family of any child with a disability to plan for their additional needs at school and to review any support in place regularly.
- All children at Elm Grove have the same access to learning opportunities and to attend school visits and clubs, including the Y6 residential trip.
- Working to ensure better access to our school grounds and buildings for those with physical disabilities by installing ramps and rails.
- When appropriate, and with the consent of the child and parent/carer, we will support a child with disabilities to talk to their peers about their specific needs, with the aim of promoting better understanding and relationships within the group.
- Children may become diagnosed with a learning disability during their time at our school (e.g. dyslexia). We have clear pathways to diagnosis of specific learning difficulties / disabilities and parents/carers will be involved with this process and given information about support offered as a result. Please see our SEND website page and policy for further information.

## We promote gender and family equality by

- Avoiding using gender as a way of grouping in class or in PE.
- We are careful to use gender equal language when speaking, using terms such as firefighters, and also to ensure our resources do not promote gender stereotypes in either pictures or language. In addition, we use assemblies to help children to learn about the history of gender inequality and the need to continue to challenge this in everyday life.
- We analyse all our data by gender to check if there is a gender imbalance in any subject (e.g. improving the attainment of boys in writing).
- While sports teams are generally mixed, we do provide girls only sessions as we recognise that some girls are less likely to join in mixed sports sessions.
- We respectfully challenge any stereotyping or gender-based comments made, and our pupils are also encouraged to challenge and report any sexist comments or behaviour.
- Our PSHE curriculum includes learning about family diversity.
- We try to talk about our 'grownups' rather than our 'mums and dads' to acknowledge the different family groupings our pupils live in.
- Our relationship education includes teaching that babies are conceived in different ways (Key Stage 2), but questions can begin before then and will be answered in an age-appropriate way. Details of the RSE curriculum can be found on our website.
- We recognise that children who are adopted or fostered often have specific needs and may need additional care. A key adult, usually a member from the Inclusion Team, will be assigned to a child when they start at our school, and this adult will provide the consistent link between school and home throughout the child's time at our school

## We promote Race, Religious and Cultural equality by

- Teaching celebration of difference as well as pride in identity in our *Good to be Me* PSHE unit.

- Explicitly teaching children the meaning and value of cultural identity and inheritance as well as how to safely stand up to racism through a new Brighton and Hove PSHE unit *Growing Anti-Racist Schools*.
- Using the Brighton & Hove Primary Racial Literacy Curriculum Framework to inform better representation in all curriculum subjects.
- Ensuring there are regular opportunities to reflect on and celebrate the wide range of cultural backgrounds and languages spoken within the school. We regularly encourage pupils to share details about their identities and cultural links and share this with our whole school community via PSHE topic work, assemblies and displays and family events such as our Harvest celebrations
- Planning a balanced programme of assemblies throughout the year to celebrate important festivals from all religions.
- Making sure toys, displays, books and other topic resources etc. reflect a range of people from diverse cultures and avoid stereotypes.
- Regularly reviewing our behaviour policy and processes and remind children of the importance of reporting any racist or religiously motivated incidents. These would be recorded on CPOMS, shared as part of the council monitoring process, and used to help us inform future staff training and PSHE curriculum planning
- Aiming to ensure signage in schools is clear and supported by visuals to aid understanding. We have close links with Ethnic Minority Advisory Service (EMAS) to provide support and translation for pupils for whom English is not a first language.
- Linking our pupils with English as an Additional Language (EAL) with someone else in the school who can speak their home language, or providing another system of translating to help them communicate especially when they are new to the UK.
- Teaching children about migration, and why families may leave their home countries and travel so they understand the challenges refugees would face.
- Following a Religious Education curriculum
- Taking care to ensure a balance of displays celebrating different religious festivals over the year.
- Embedding children's rights and rights and responsibilities in our PSHE curriculum.

### Ofsted said about us (January 2023):

*'The school's curriculum is successfully designed to enable all pupils to be included in learning. This is underpinned by the school motto of 'Everyone Included, Everyone Valued. Learning and Thriving Together'. A kind and nurturing environment permeates throughout this school. This is recognised by parents, pupils and staff. Everyone is made to feel welcome. One pupil summarised the school's celebration of difference by saying, 'If all the colours were the same, there would be no rainbows.' This theme is reflected throughout the school.'*

*'Playtimes are purposeful occasions. Pupils play enthusiastically at the school oasis and build models using the vast array of items on offer. Bullying rarely occurs, but if it does, leaders take appropriate action. Pupils acknowledge this and can name adults to talk to if they have any worries. This helps them to feel safe.'*

*'Pupils talk positively about the breadth of experiences on offer to them. There are a variety of clubs that pupils enjoy attending, ranging from dodgeball and cricket to disco and newspaper club. They also demonstrate their talents during events within the local community. Through the curriculum and assemblies, pupils develop their understanding of important themes such as tolerance and keeping healthy. Pupils are proud to take an active*

*role in school life by being a play leader as well as being a representative on the school council or eco-council.'*

## **To further meet our Equalities Objectives, between now and 2025 we will be:**

- Continuing to develop our Welcome policy to ensure all new members of the school feel a sense of belonging and inclusion.
- Auditing all our guided reading books, and class books, to ensure a good range of positive representations of all types of families, ethnic minorities, and people with disabilities
- Creation of a graphic novel library, ensuring a diverse range of books
- Continuing to embed our behaviour policy to ensure a consistent approach where first attention is given to best conduct, and restorative conversations teach desired behaviour and repair relationships.
- Wherever possible, to recruit staff from a diverse range of backgrounds which reflect our community.
- Continuing to use both the Primary Racial Literacy Curriculum Framework and Growing Anti Racist Schools lessons to promote pride in diversity.
- Create an inclusive space place for parents and carers to meet
- Working to make Elm Grove welcoming to and supportive of refugees of all backgrounds through our application for the Schools of Sanctuary Award.