



Inspiring and Nurturing Lifelong Learners



## Elmgrove Primary School and Nursery

### Equality Plan 2025 – 2029

#### At Elmgrove Primary School and Nursery we are committed to:-

- promoting equality of opportunity,
- eliminating discrimination and harassment,
- further strengthen links with our local community,
- valuing diversity and promoting positive relationships,
- providing an inclusive education which enables all pupils to develop their full potential,
- meeting the requirements of the Equality Act 2010.

#### The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination legislation with a single Act. The Equality Duty is set out in section 149 of the Act. It replaces the three previous public sector equality duties – for race, disability and gender – and covers the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership (but only in respect of eliminating unlawful discrimination)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

We ensure that we have due regard to the need to:-

1. eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act,
2. advance equality of opportunity between people who share a characteristic and those who don't,
3. foster good relations between people who share a characteristic and those who don't.

#### School Policies

The Governing Body will ensure that in the cycle of policy reviews that policies and practices are scrutinised to identify the effects they have on individuals or groups of people in relation to equality.

#### Ethos & Values

At Elmgrove Primary School and Nursery, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

At Elmgrove, children come first and our priority is to deliver high quality teaching and learning whilst at the same time providing rich and truly enjoyable learning experiences for our community of children. Everything we do as a school is to ensure that the children achieve their very best. We are deeply aware that children only get one chance at their primary education and it is our job to ensure that they all reach for the highest levels of personal achievement and development.

We want every child to be successful; to reach for success from the very first day they join us and throughout their school lives so that when they leave us, they have a love of learning for the rest of their lives.

We are an inclusive school where pupils, parents, staff, governors, the local authority and local services work in partnership to meet the needs of the community. We celebrate the positive contribution made by different social, ethnic and linguistic groups.

At Elmgrove Primary School and Nursery we will strive to:-

- Provide a secure and stimulating environment that is conducive to all children having the opportunity to reach their full potential;
- Have regard and respect for the experiences, knowledge and cultural diversity that every child brings to school. To use this as a foundation for improving standards;
- Value the achievements of all children, both in and out of school and provide opportunities to develop self-confidence and a positive self-image;
- Provide a supportive culture in which all staff are encouraged to extend, develop and share their expertise;
- Ensure that issues of equal opportunities are considered in all our work;
- Provide a curriculum based on the National Curriculum and Foundation Stage Curriculum that is broad, balanced, relevant, progressive and appropriately differentiated;
- Offer all children equal access to the curriculum and school life in the community where individual differences are appreciated, celebrated, understood and accepted;
- Encourage children to become good citizens, by developing caring attitudes and respect towards themselves, other children, adults, their school and their community;
- Recognise that children are constantly developing and ensure that the curriculum offered to them is appropriate to that development;
- Encourage each individual to take responsibility for his/her behaviour and to act as a good role model to others.

**Staff and governors demonstrate our values and commitment to equality by:-**

- ensuring acceptable behaviour;
- responding to incidents and complaints in a proactive way;
- providing access to services, facilities and information;
- recruiting and employing people fairly;
- meeting specific needs.

### **Our School Population**

Elmgrove Primary School and Nursery is a four-form-entry school with approximately **800 children** on roll. We are additionally resourced for up to **11 pupils with physical disabilities**, who are fully integrated throughout the school.

Our community includes a mix of owner-occupied, privately rented, and local authority/shared ownership housing. As of November 2025, our pupil demographics are:

- **Indian:** 25%
- **Any Other White:** 21%
- **Any Other Asian:** 10%
- **English as an Additional Language:** 76% of pupils
- **SEN Support:** 16%
- **EHC Plans:** 39 pupils (8 with a physical disability)

### **Main equality challenges**

We are most focused on:

- Supporting parents with language barriers so they can help their children progress
- Ensuring all pupils meet age-related expectations and make strong progress
- Keeping the curriculum responsive to pupil's developmental needs **Advancing Equality in line with the Public Sector Equality Duty (PSED)**

### **Eliminating discrimination, harassment and victimisation**

- Clear behaviour, anti-bullying, and racial harassment policies
- *Gold Rights Respecting School* (awarded Summer 2023)
- Special Educational Needs Policy detailing support and provision
- Accessibility Plan ensuring full participation for all
- Annual reminders to staff and governors about duties under the Equality Act
- Visitor awareness of equality responsibilities
- Active monitoring of bullying and harassment incidents
- Challenging stereotypes within classrooms and the wider school environment

### **Advancing equality of opportunity**

- Careful monitoring of pupil attainment across groups; interventions introduced as needed
- As an Additionally Resourced Mainstream School (ARMS), we provide full accessibility for pupils with physical disabilities
- Collection and use of staff and pupil data to inform provision
- Equal opportunities for all pupils in leadership roles, sports, and school life
- Encouragement of non-stereotypical career aspirations
- Support for parents to engage fully in their child's education

### **Fostering good relations**

- Promotion of tolerance and friendship through curriculum and assemblies
- Teaching about values and beliefs through RE, PSHE, and enrichment activities
- Regular visits to local places of worship and engagement with community groups
- Staff modelling respect and inclusion in all interactions
- Feedback from school council, parents, and pupil surveys guiding improvement
- Celebrations and curriculum experiences that highlight cultural diversity and shared values
- Ensuring accessibility and inclusion at all public events
- Striving for governing body representation that reflects our community

## **Monitoring**

We monitor the following to identify potential adverse impacts and measure progress:

- Pupil achievement and progress
- Staff satisfaction levels
- Distribution of staff pay scales

## **Involvement and Consultation**

Pupils, staff, governors, parents, and service users have been consulted in developing this scheme through:

- Discussions with staff, parents, and visitors on current and future needs
- Pupil questionnaires and class discussions to understand different support needs and how the school can improve inclusivity

## **Making things happen**

In order to ensure that action is taken to meet the Public Sector Equality Duty 2010, Elmgrove Primary School has drawn up an action plan to make things happen, which outlines how the requirements will be met.

## **Review, Monitoring and Reporting**

The impact of actions will be monitored termly by the Senior Leadership Team and Governors to:

- Evaluate effectiveness
- Determine next steps
- Review involvement and consultation
- Prepare updates for subsequent schemes

An annual equality report will summarise progress.

The scheme will be reviewed annually **and** revised at least every four years.

## Action Plan

The following action plan outlines what will be achieved in the next year with regards to meeting the PSED.

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
<b>2025-2026</b>							
Eliminating discrimination (disability)	Ensuring the physical environment meets the needs of people with disabilities, including physical and sensory needs.	Termly audit of the physical environment.	Monitored termly by the Headteacher and the Inclusion Manager on their Health and Safety walks.	Termly	Inclusion Lead Site Supervisor Business Manager Inclusion Gov and invited persons who have a disability. (Particularly sensory/hearing or visual impaired)	Oct 2025	Oct 2026
Advancing equality of opportunity (disability)	Continued development of disability equality.	Termly forum, with children, parents / carers, staff and outside agencies. From Parent Survey these would cover ensuring class teachers were more involved with therapeutic services and therapists attending annual reviews.	Outcomes of forum to inform the subsequent action plan and future planning. Satisfaction surveys to be conducted with parents after each workshop to ascertain whether sessions were useful and feedback analysed	Termly	HT Inclusion Lead Inclusion Gov	Oct 2025	Oct 2026
Advancing equality of opportunity (disability)	The parents of children with a disability may not be aware of how to best support the learning of their child	Annual workshop to be conducted for the parents of children with a disability to provide them with advice on how to support the learning of their child in core curriculum subjects.	Satisfaction surveys to be conducted with parents after each workshop to ascertain whether sessions were useful and feedback analysed	80% parental satisfaction; attendance recorded; workshop feedback informs next steps	HT Inclusion Lead	Spring 2025	

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Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Advancing Equality (All Pupils)	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council, Captain roles, Prefects, Sports Leaders, class assemblies, fund raising, Peer mediators, etc.	Ensure that all pupil groups are fully representative of the school demographic (e.g. that they are comprised of a mixture of boys/girls, those with disabilities, from different races and religions).	Participation reflects school diversity; pupil voice feedback shows inclusion	Termly	Headteacher/SLT Lead teachers for the respective groups	Oct 25	Oct 26
Gender Equality Duty	Encourage all pupils to take part in diverse activities beyond stereotypes	Promote mixed-gender participation in sports and clubs	Club registers show that there are a wide range of pupils attending a wide range of extra-curricular activities.	From Spring Term 2025	SLT PE Subject Leader Clubs Leaders	Oct 25	Oct 26
All	Embedding tolerance, acceptance, and inclusivity	Implement robust PSHE curriculum and awareness events (e.g. Black History Month, Neurodiversity Week)	Reduction in discriminatory incidents; positive feedback from community.	Reporting at full governing body meetings	Head teacher / Governing Body/SLT PSHE subject lead Teachers	Oct 25	Oct 26
Community Cohesion	Increasing awareness & respect for cultural diversity	Celebrate cultural events throughout the year to increase pupil awareness, tolerance, attitudes and understanding of different communities e.g. RE/festivals/Assemblies e.g. Diwali, Eid, Christmas. Use of circle time.	RE Lessons PSHE Lessons Assemblies Special Events Circle Time	Termly	PSHE subject lead RE subject lead Collective Worship subject lead	Oct 25	Oct 26

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Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Monitoring Achievement	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Analysis of data demonstrates the gap is narrowing for groups and all groups are making at least expected progress	Termly pupil progress meetings	Class teachers /SLT/HT	Oct 25	Oct 25

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## Equality Objectives

1. Monitor and analyse pupil achievement by race, gender, and disability, taking action to address any emerging trends.
2. Increase opportunities for SEND pupils to participate in extra-curricular activities, including SEND-specific sporting competitions.
3. Promote and celebrate diversity in gender, sexuality, race, and religion through curriculum and events.
4. Raise attainment in reading and writing by ensuring content and teaching approaches are accessible and representative of all pupils.