



Grimoldby Primary School

Equality Policy & Objectives

Date Approved: January 2026

Date for Review: January 2030

Equality objectives Review: January 2027

1) Statement of Aims

Our school is committed to equality both as an employer and a service provider. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

Equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

2) Legislation

This policy is informed by, but not limited to:

- Accessibility Plan
- SEND Policy
- Behaviour Policy
- Anti-Bullying Policy
- Admissions Policy
- Complaints Policy

3) Introduction

- a) We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status.
- b) We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.
- c) We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

How we meet our Public Sector Equality Duty:

Eliminate discrimination

We have a clear complaints procedure in place that enables anyone to raise concerns about discrimination or unfair treatment. Our complaints policy sets out a fair, transparent process for handling all complaints, including those related to discrimination based on protected characteristics. Complaints can be made in person, in writing, by telephone, or through a third party, and we consider reasonable adjustments to enable all complainants to access the procedure.

All discrimination-related complaints are taken seriously and investigated thoroughly through our formal complaints procedure, with clear timescales for acknowledgement and response. Where complaints relate to potential discrimination, we ensure they are handled sensitively and in accordance with the Equality Act 2010.

Any incidents of identity-based bullying or discriminatory behaviour are logged and followed up promptly, with appropriate action taken in line with our behaviour policy and, where relevant, staff disciplinary procedures. We monitor patterns of discrimination incidents to identify any emerging issues and inform our equality objectives and staff training needs.

All staff receive regular training on equality and diversity, including:

- Understanding the Equality Act 2010 and protected characteristics
- Recognising and challenging discrimination, harassment, and victimisation
- Inclusive teaching practices and reasonable adjustments
- Responding to discriminatory language and behaviour
- Creating an inclusive school culture

Our complaints procedure is available to all stakeholders and is published on our website. We are committed to resolving concerns at the earliest possible stage and, where discrimination is found to have occurred, we take appropriate action to address it and prevent recurrence.

Advance equality of opportunity

We systematically collect and analyse pupil data by protected characteristics to identify any gaps in attainment, progress, attendance, behaviour, and participation. This includes monitoring outcomes for pupils with SEND, disadvantaged pupils, different gender groups, and ethnic groups. Data is reviewed termly by the senior leadership team and governing body to identify trends, gaps, and areas requiring targeted action.

Where our data analysis identifies that particular groups are not achieving as well as their peers, or face barriers to participation, we take proactive steps to address this. This includes implementing targeted interventions, providing additional support, making reasonable adjustments for pupils with disabilities, and ensuring equitable access to all aspects of school life.

We actively work to remove barriers that may prevent pupils from accessing opportunities or achieving their potential. This includes:

- Providing financial support and subsidies to ensure disadvantaged pupils can access educational visits, enrichment activities, and resources
- Making reasonable adjustments to our physical environment, teaching approaches, and resources to ensure pupils with disabilities can fully participate

- Offering flexible communication methods and accessible formats for information to ensure all families can engage with the school
- Addressing the impact of our rural location and geographical isolation by bringing opportunities into school and facilitating access to wider experiences
- Differentiating teaching and providing personalised support through individual plans, intervention strategies, and tailored learning approaches
- We track the participation of different groups in extra-curricular activities, positions of responsibility, and enrichment opportunities to ensure fair access for all. Where participation gaps are identified, we take positive action to encourage and enable involvement from underrepresented groups.

Our curriculum is designed to be inclusive and accessible to all learners, with high expectations for every pupil regardless of their starting point or background. We ensure that more able pupils, including those from vulnerable groups, are identified and appropriately challenged, while those who need additional support receive timely, effective intervention.

All decisions about admissions, exclusions, and access to opportunities are made fairly and transparently, with due regard to the Equality Act 2010 and our Public Sector Equality Duty.

Foster good relations

We are committed to creating a school community where everyone feels valued, respected and included, and where diversity is understood and celebrated. We actively promote understanding and respect for difference through our curriculum, assemblies, and the day-to-day life of our school.

Our curriculum is designed to represent diverse communities, cultures, families, and identities, ensuring pupils learn about people with different protected characteristics in age-appropriate ways. Through subjects including PSHE, RE, history, geography, and English, pupils explore different perspectives, challenge stereotypes, and develop empathy and understanding. We ensure that the books we read, the resources we use, and the displays around school reflect the diversity of modern Britain and the wider world.

We use assemblies, themed days and weeks (such as Anti-Bullying Week, Black History Month, and celebrations of different cultural and religious festivals) to promote respect for difference and help pupils understand the importance of equality and inclusion. These opportunities enable pupils to learn about protected characteristics and develop positive attitudes towards people who are different from themselves.

Our School Charter sets clear expectations that everyone in our community treats others with respect and dignity, regardless of difference. We model inclusive language and behaviour, and we challenge any discriminatory language, stereotyping, or prejudice-based bullying promptly and consistently. All incidents of identity-based bullying are logged, investigated, and followed up, with appropriate education and restorative approaches used to promote understanding.

Through our PSHE/RSE curriculum, we teach pupils about different types of families and relationships, including those with same-sex parents, single parents, and different family structures. We ensure this teaching is age-appropriate, sensitive, and promotes respect for all families. Pupils learn about the protected characteristics and why it is important to treat everyone fairly and with respect.

We actively involve pupils in promoting equality and good relations through our School Council, pupil voice activities, and opportunities to take on positions of responsibility. Pupils are encouraged to share their views, celebrate what makes them unique, and learn from others' experiences and perspectives.

We engage parents and the wider community in our equality work through newsletters, workshops, and consultation. We recognise that fostering good relations extends beyond the school gates, and we work in partnership with families to promote shared values of respect, tolerance, and inclusion.

As a rural school, we recognise that our pupils may have limited exposure to diversity in their immediate community. We therefore take proactive steps to broaden pupils' horizons through our curriculum, visitors to school, virtual experiences, and educational visits that expose them to different communities, cultures, and ways of life.

Our staff receive training on promoting good relations, teaching about protected characteristics in age-appropriate ways, and creating an inclusive classroom environment where all pupils feel they belong and can thrive.

4) Context of the Equality Act 2010

- a) The Equality Act 2010 consolidates and replaces the previous discrimination legislation for England, Scotland and Wales. A protected characteristic under the Act covers those listed below:
 - Age, in a school this protected characteristic only applies to staff.
 - Disability
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation
 - Gender Reassignment
 - Pregnancy and Maternity
 - Marriage and Civil Partnerships, but just for the first and third aims. In a school this protected characteristic only applies to pupils over the legal age for marriage and to staff.
- b) It is unlawful for a school to discriminate against an applicant or pupil in relation to;
 - School Admissions
 - The provision of education i.e. not the curriculum itself, but the way the curriculum is delivered.
 - Access to any benefit, facility or service
 - Exclusions
 - Dispute resolution and enforcement
 - Exceptions
- i) It is also unlawful for a school to harass or victimise an applicant or pupil.

5) How we work to eliminate discrimination within the school and our community:

- a) An expectation that everyone is treated with respect and dignity fosters good relationships within the school community. Our School Charter encompasses this attitude.
- b) Planning for personalised support for pupils through; making reasonable adjustments and ensuring the physical environment is accessible, differentiated teaching, including the use of accessible formats, individual care plans, IPPs and well planned intervention strategies where positive action is required.
- c) Behaviour policy, modelled by all adults on school site, and on all educational visits. The policy has a focus on positive behaviour management and introduces our School Charter.

- d) Anti-bullying work is routine throughout the school and a focus in assemblies, and our PSHE/RSE curriculum. All allegations of bullying, including cyber-bullying are followed up.
- e) Any identity based bullying incidents are followed up.

6) Equality Objectives (2025-2026)

Context

Our equality objectives are informed by:

- Analysis of pupil outcomes data by protected characteristics (SEND, disadvantage, gender, ethnicity)
- Our School Development Plan priorities
- Consultation with pupils, staff, parents and governors
- Our rural context and the specific challenges faced by our community

Equality Objective 1:

Ensure all vulnerable groups, including pupils with SEND, disadvantaged pupils, and those from isolated rural communities, achieve progress in line with their peers.

Why this objective?

Our data shows that pupils with SEND and disadvantaged pupils face additional barriers due to our rural and coastal fringe location, limited access to wider opportunities, and the ongoing impact of the Covid 19 pandemic on confidence and wellbeing. We need to ensure these protected groups make strong academic progress and develop the confidence and resilience to reach their full potential.

Actions:

- Monitor attainment and progress data termly for SEND, disadvantaged, gender, and ethnicity groups to identify and address gaps early
- Ensure all vulnerable groups access high-quality targeted interventions with measurable impact
- Provide enhanced wellbeing support tailored to the needs of vulnerable pupils and their families, including pastoral support and access to external agencies
- Track participation of vulnerable groups in enrichment activities and ensure equitable access through subsidies, transport support, and targeted invitations
- Provide staff training on inclusive teaching strategies and understanding the impact of rural deprivation
- Ensure more able pupils from vulnerable groups are identified early and receive appropriate challenge

Success Criteria:

- Progress data for SEND and disadvantaged pupils is in line with or exceeds that of their peers by July 2027
- 100% of identified vulnerable pupils access at least one targeted intervention with demonstrable impact
- Participation of disadvantaged pupils in extra-curricular activities increases to within 10% of non-disadvantaged peers
- Attendance rates for vulnerable groups improve and are within 2% of whole school attendance

- Pupil and parent voice surveys show increased confidence and wellbeing among vulnerable groups

Equality Objective 2:

Close the gender gap in writing outcomes, particularly at Key Stage 1, by ensuring all pupils develop strong transcriptional fluency regardless of gender or starting point.

Why this objective?

National data consistently shows boys underperform in writing compared to girls. Our analysis shows that many children, particularly boys, are entering school less confident in early writing and fine motor skills. We need to ensure our writing curriculum and teaching approaches enable all pupils, regardless of gender, to develop the transcriptional fluency and composition skills needed to achieve well in writing.

Actions:

- Analyse writing outcomes by gender at each key stage and within year groups to identify specific gaps
- Embed the DfE writing framework with particular attention to engaging all learners, including through diverse texts and writing purposes that appeal to different interests
- Strengthen early writing foundations in EYFS and KS1 through enhanced fine motor skill development and handwriting practice, with targeted support for pupils who need it
- Ensure writing topics, texts, and stimuli reflect diverse interests and challenge gender stereotypes
- Monitor the quality and consistency of writing teaching across school with a focus on ensuring all groups are challenged appropriately
- Provide CPD for staff on addressing gender gaps in writing and inclusive writing pedagogy
- Track participation and engagement of different groups in writing activities

Success Criteria:

- The gender gap in writing at KS1 reduces to within 5% by July 2027
- The gender gap in writing at KS2 remains within 5% or is eliminated
- Boys' engagement in writing activities (measured through pupil voice and lesson observations) improves
- 100% of pupils, regardless of gender or starting point, make expected or better progress in writing
- Lesson observations and book scrutiny show consistently high-quality, inclusive writing teaching across all year groups

Quality Objective 3:

Ensure all groups of pupils, including disadvantaged pupils and those with SEND, achieve their full potential in mathematics with particular focus on reasoning, problem-solving, and multiplication fluency.

Why this objective?

While our KS2 mathematics outcomes are strong overall (85% EXS+), our greater depth outcomes (18%) are below national (26%). Our MTC results show that while our average score exceeds national, fewer pupils achieved full marks (29% vs 34% nationally). We need to ensure all groups, including disadvantaged pupils, SEND pupils, and girls (who

can be underrepresented in higher mathematics outcomes nationally), access high-quality reasoning and problem-solving and achieve their full potential.

Actions:

- Analyse mathematics outcomes by protected characteristics (SEND, disadvantage, gender, ethnicity) to identify any gaps in attainment or progress
- Ensure all pupils, including those with SEND and disadvantaged pupils, access daily reasoning and problem-solving appropriate to their ability
- Provide targeted support for vulnerable groups to develop multiplication fluency through Mastering Number and other interventions
- Monitor that higher-ability pupils from all groups are identified and receive appropriate challenge
- Track participation and confidence in mathematics across different groups through pupil voice
- Provide staff CPD on inclusive mathematics teaching and addressing any gender or other stereotypes in mathematics
- Ensure manipulatives and scaffolding are available to support all learners to access reasoning and problem-solving

Success Criteria:

- Greater depth outcomes in mathematics at KS2 increase to at least 24% by July 2027, with no significant gaps between groups
- MTC outcomes improve with at least 35% of pupils achieving 25/25, with no significant gaps between groups
- Progress data shows all vulnerable groups make at least expected progress in mathematics
- 100% of lessons include reasoning and problem-solving opportunities accessible to all pupils
- Pupil voice shows increased confidence in mathematics across all groups, particularly girls and disadvantaged pupils

Equality Objective 4:

Foster good relations and promote understanding of diversity across the school community

Why this objective?

As a rural primary school, our pupils may have limited exposure to diversity in their immediate community. We have a duty to prepare pupils for life in modern Britain and to promote understanding, respect, and celebration of difference. This includes understanding different protected characteristics and challenging stereotypes.

Actions:

- Audit the curriculum to ensure it represents diverse communities, families, and identities, and challenges stereotypes related to all protected characteristics
- Deliver age-appropriate PSHE/RSE teaching that promotes understanding of different families, relationships, and identities

- Use assemblies, themed days/weeks, and the wider curriculum to celebrate diversity and promote respect for difference
- Ensure displays, books, and resources reflect diversity and challenge stereotypes
- Provide staff training on teaching about protected characteristics in age-appropriate ways
- Engage pupils in discussions about equality, fairness, and respect through School Council and pupil voice activities
- Monitor and address any identity-based bullying or discriminatory language promptly
- Engage parents in conversations about equality and diversity through newsletters, workshops, and consultations

Success Criteria:

- Curriculum audit shows diverse representation across all subjects and year groups
- 100% of staff receive training on teaching about equality and protected characteristics
- Pupil voice surveys show increased understanding and respect for diversity
- Zero tolerance approach to discriminatory language is consistently applied, with all incidents logged and addressed
- Parent feedback shows understanding and support for the school's equality work
- Displays and resources audit shows diverse and inclusive representation

Monitoring and Review

- Equality objectives will be reviewed annually by the headteacher, SLT and governing body
- Progress against objectives will be reported to governors termly through data analysis and impact reports
- Equality information (data analysis by protected characteristics) will be published annually on the school website
- Stakeholder consultation (pupils, staff, parents, governors) will inform the setting of new objectives each year
- The full Equality Policy will be reviewed every four years, or sooner if legislation changes