



The Grove School

Published equality information about the context of our school (2024)

Published objectives 2024-2028

This is our published information (October 2024) about our school and the ways in which we work to eliminate differences of outcome for groups with protected characteristics. It includes information about the work we do to promote equality and challenge discrimination.

The school has data on its composition broken down by year group, ethnicity and gender and by proficiency in English, as well as the specialist needs of our pupils who all have EHCP's. This is available on request

The school is a small Special School for pupils with Profound, Multiple Learning difficulties and Severe Learning Difficulties, in the Berwick Partnership in north Northumberland. The [Ethos and Vision](#) outlines our ambitions for the children, our place in the global community and our vision for learning and is available to view on our website.

We teach children about their rights and the school's values, about respect for one another and the wider communities to which they belong. We celebrate individuality and the unique talents and characteristics of each child. Our school promotes

the British values of tolerance and mutual respect, democracy and the rule of law through an embedded approach to these values in our curriculum at levels that are appropriate to the individual needs of our pupils.

The school's ambitious curriculum underpins our values of Dream, Believe, Achieve. We prepare children well for the opportunities, responsibilities and experiences of later life.

Very few of the current cohort of children speak a community language other than English or are of Black or minority heritage.

Our disadvantaged pupils in respect of whom we receive the [Pupil Premium Grant](#) are reported on as a discrete group in order to demonstrate the effect of the additional funding on diminishing the differences in outcomes for these pupils compared with their peers. We use the funding effectively on evidence-based approaches. The number of pupils requiring the support of an EHCP and Specialist provision has increased and continues to increase in Northumberland by about 3% pre-year. This has meant that the school has continued to increase its role to try and support these learners in their local community.

Objectives relating to children eligible for Free School Meals have a significant priority for schools, in spite of financial disadvantage not being a protected characteristic in law. Many eligible pupils also have additional protected characteristics, for example disability or ethnicity.

We represent, discuss and welcome family diversity and the positive aspects of diversity in families. We welcome the opportunity to discuss any perception that family diversity may be uncomfortable for members of the wider school community to accept; our priority is that every child feels safe and knows that we are committed to our legal duty to protect them from discrimination. We audit resources and displays, letters home and the language we use for intentional and unconscious bias and aim to develop the capacity of the entire workforce to embody the school's inclusive ethos based on values of responsibility and caring citizenship.

We challenge gender stereotypes and promote gender equality. This is embedded in our curriculum and throughout our school. We ensure that our resources and books reflect the differences gender and gender diversity.

We want all of our pupils to succeed and achieve their full potential; academically, physically and socially in an atmosphere where they can grow and acquire useful skills, values and attitudes.

Our school uniform is flexible and does not exclude anyone on the basis of gender, race, disability, gender identity, financial status or belief.

Our school has clear protocols and targeted provision to support these pupils who require additional learning or emotional support. The SEND policy and accessibility plan are accessible from the school web site.

Both school buildings are accessible to people with physical disabilities. We have speciality adapted changing areas for those pupils who require these, we have ensured that these areas are calm and comfortable spaces. We have specialist rooms to support our pupils that include, Soft Play, Sensory Room and Hydrotherapy. These rooms enable us to provide therapies for pupils who require them, as well as supporting pupils with additional needs in the wider community.

The school pays for in-house Occupational Therapy support for pupils, this is once a fortnight. We are supported by a Multi-professional team who we plan with to ensure that the targets we set our pupils cover all areas of their development.

The school's accessibility plan explains in more detail the ways in which we plan to improve access to the environment, curriculum and written material for pupils.

We record and report instances of discriminatory language, peer-on-peer abuse or bullying, and try to help children to understand why discriminatory language does not belong in the atmosphere of positive and healthy relationships we promote.

All staff and governors undertake appropriate training about inclusion, equality and safeguarding. There is a clear understanding of the relationship between extreme perspectives of stigma and discrimination and when to make a referral.

The school records data about religion and belief when it is provided by parents or carers through our data collection mechanism.

Documentation and record-keeping

The school aims to extend children's understanding of fostering good relations and challenging discrimination in a practical context through the work we do on promoting positive relationships, coping with feelings and feeling safe to share concerns with adults. The ethos of the school supports and underpins our commitment to the values of democracy, tolerance and mutual respect.

Responsibilities

All members of staff have responsibility for equalities and for meeting equality objectives.

All staff take responsibility for anti-discriminatory good practice.

Staffing

There are good equal opportunities practice in the recruitment and promotion of staff.

Behaviour and attitudes

The behaviour and anti-bullying policies policy are published to the school web site.

We collaborate with local and national programmes and make links to established cultural and statutory partners who support our aims.

Curriculum

There are opportunities throughout the curriculum, including in PSHE and assembly for equality, diversity, inclusion and cohesion to be addressed. The Spiritual, Moral, Social and Cultural aspects of children's education are developed, and we share a sense of community pride and responsibility.

Consultation and involvement

The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations.

The school has procedures for finding out if appropriate (for some of our pupils this would not be understandable for them) how pupils think and feel about the school, and how they feel about fair and unfair situations.

We consult parents and carers through questionnaires and the school website. We can respond quickly to any concern about perceived inequality, unlawful discrimination or harassment.

Part Two: Objectives

Objective and its Equality strand	Actions	Who will be involved	Timescale	Success criteria
<p>Objective 1, all equality strands</p> <p>Ensure that the curriculum and the school environment promote role models and heroes that young people positively identify with, who reflect and broaden the school's diversity in terms of race, gender and disability.</p>	<p>Audit the school theme plans to discover whether these role models are present.</p> <p>Add role models into the theme plans that are representative of race, gender and disability where they are currently not present.</p>	<p>VH PD</p>	<p>July 2025</p>	<p>Learning walks Lesson observations Work and planning scrutiny Governor visits</p> <p>All theme plans will contain role models and heroes that reflect and broaden the school's diversity in terms of race, gender and disability.</p> <p>Pupil surveys were at least 75% of pupils report that they feel represented and that there is a wide range of representations of 'Global Majority' persons through role models in the curriculum by the end of the academic year 2028.</p> <p>At least three diverse resources/displays per area of school by the end of the academic year 2027.</p>
<p>Objective 2,</p> <p>Ensure that we have an increase male representation in staff by 5% to secure positive role-models for all our pupils by the academic 2027-8.</p>	<p>Audit of job descriptions.</p> <p>Support from HR to ensure that the job descriptions are compliant with single status.</p> <p>Try to provide work experience placements for learners of different genders, attend open events to share our work experience options with local young learners.</p>	<p>PD LS</p>	<p>July 2027</p>	<p>Job descriptions will not be gender biased.</p> <p>Staff recruited for skills they have relevant for the role they are will be undertaking.</p> <p>Training enables a fair process to take place</p>

WRITTEN BY MRS DERRIES OCTOBER 2024, REVIEWED JUNE 2026