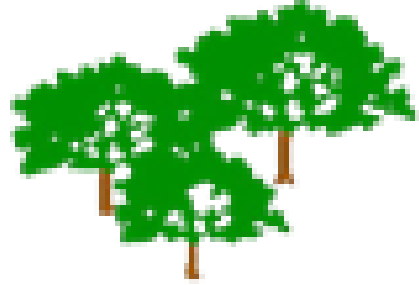


Grove Street Primary and Nursery School

Grove Street
Primary School



MINDS | LEARNING | FUTURES

Every child deserves a Champion

Equality, Diversity & Inclusion Policy

Date of Implementation of Policy	May 2026		
Headteacher Signature	<i>Lisa Walsh</i>	Chair of Governors Signature	<i>Nicky Cornford</i>

Equality, Diversity and Inclusion Policy

Introduction

At Grove Street Primary School, Nursery and LA Specialist Provision Bases, we are committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children, families, staff and members of our wider community.

As a fully inclusive and therapeutic school, we strive to ensure that every child feels safe, valued, respected and able to thrive. We recognise and celebrate individuality and are committed to removing barriers so that all members of our school community can participate fully in school life.

Grove Street Primary School seeks to ensure that no member of the school community, or any person through their contact with the school, receives less favourable treatment on the grounds of a protected characteristic. These include race, colour, nationality, ethnic or national origin, religion or belief, sex, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, living situation or spent convictions (in line with safeguarding guidance).

This commitment includes all members of our extended school community: children, staff, governors, parents/carers, volunteers and visitors. Contractors and external partners are also expected to adhere to this policy.

Legal Framework

This policy reflects the requirements of the Equality Act 2010, which replaced previous equality legislation relating to race, gender and disability.

This policy enables Grove Street Primary School to meet its duties in:

- Eliminating unlawful discrimination, harassment, victimisation and other prohibited conduct

- Advancing equality of opportunity between those who share a protected characteristic and those who do not
- Fostering good relations between people who share a protected characteristic and those who do not

We achieve this by:

- Providing a secure, nurturing and inclusive environment in which all children can flourish
- Valuing and celebrating the contributions of all families and members of the school community
- Promoting positive, non-stereotypical representations of people from all backgrounds and abilities
- Continually reviewing and developing our understanding of equality, inclusion and anti-discriminatory practice
- Embedding inclusion and belonging throughout every aspect of school life

Our Vision and Values

At Grove Street Primary School, we are fully committed to ensuring that every child has a champion and ensuring their emotional, social and academic needs are exceptionally well met. All children are valued, respected and supported to develop to their full potential.

As a therapeutic school, we place relationships, emotional wellbeing and inclusion at the heart of everything we do. We are proud to have:

- LA Specialist Provision Bases for Social Communication and Nurture
- An extensive Inclusion Team and Therapeutic Team
- Trained RMT practitioners supporting emotional regulation and wellbeing
- OPAL Platinum status for outstanding play provision
- Voice 21 Centre of Excellence status for oracy and child voice
- Flagship School status through the Inclusion Quality Mark (IQM)
- A local Family Hub, we support children from birth and have Early Years Provision from 2 years old.

We are committed to creating an environment where all children feel a strong sense of belonging and are empowered to succeed academically, socially and emotionally.

We aim to:

- Provide a safe, secure and nurturing environment where every child can thrive
- Deliver an engaging, inclusive and ambitious curriculum for all learners
- Develop resilience, empathy, confidence and respect for others
- Foster positive communication, relationships and emotional wellbeing
- Celebrate diversity and promote equality throughout school life
- Provide rich enrichment opportunities and experiences beyond the classroom
- Prepare children to become responsible, respectful and active citizens in modern Britain and the wider world

Guiding Principles

1. All learners are of equal value

All children and potential children are of equal value and benefit equally from school policies, practices and provision, regardless of ability, disability, ethnicity, religion, gender, identity or background.

2. Relevant differences are recognised

Treating people equally can sometimes involve treating people differently according to need. We recognise and respond appropriately to barriers children and families may face in relation to:

- Disability and additional needs
- Neurodiversity and communication needs
- Ethnicity and cultural background
- Religion or belief
- Gender and identity

- Social and economic disadvantage

Reasonable adjustments and appropriate support are made to ensure equitable access for all.

3. We foster positive attitudes, relationships and belonging

We actively promote:

- Respect and understanding between all members of the school community
- Positive attitudes towards disability and neurodiversity
- Inclusion and celebration of cultural and religious diversity
- Positive relationships and emotional wellbeing
- An absence of prejudice-based bullying, harassment or discrimination

4. Staff recruitment, retention and development

We are committed to fair and inclusive employment practices and ensuring equality of opportunity for all staff in recruitment, training, development and promotion.

5. Reducing inequalities and barriers

We actively seek to identify and remove barriers to participation, achievement and wellbeing for all members of the school community.

6. British Values and community cohesion

Our work is underpinned by the British Values of democracy, rule of law, individual liberty, mutual respect and tolerance. We prepare children to contribute positively to a diverse society.

Implementation

1. Admissions

Grove Street Primary School welcomes applications from all members of the community.

We do not discriminate against any child or family on the basis of protected characteristics, socio-economic background, disability or additional needs.

We:

- Operate a fair admissions process in line with our LA Admissions Policy
- Promote inclusive practice and challenge discriminatory behaviour
- Ensure children with SEND and disabilities can access provision appropriately
- Make reasonable adjustments wherever possible
- Provide accessible communication and information for families
- Seek to ensure our publicity and learning environment reflect the diversity of modern society

Discriminatory language, harassment, racism, homophobia or prejudice-based behaviour are unacceptable and will be dealt with robustly.

2. Curriculum

Our curriculum promotes equality, diversity, inclusion and belonging throughout all areas of learning.

We aim to ensure all children see themselves represented positively and develop understanding, respect and empathy for others.

We do this by:

- Delivering an inclusive and ambitious curriculum for all learners
- Embedding therapeutic approaches and relational practice throughout school life
- Promoting child voice through our Voice 21 approach
- Supporting communication and emotional literacy across the curriculum
- Ensuring equality and diversity are reflected in books, resources and displays
- Celebrating a wide range of cultures, faiths, experiences and perspectives

- Challenging stereotypes and discriminatory attitudes
- Adapting learning to meet individual needs through high-quality teaching and targeted support
- Ensuring children with SEND, including those within our Social Communication and Nurture Bases, can fully access learning and wider school life
- Supporting children with English as an Additional Language (EAL)
- Monitoring attainment and progress to identify and address inequalities

Our OPAL Platinum play provision also promotes inclusion, collaboration, communication and positive relationships across the school community.

3. Valuing Diversity in Families

We recognise and celebrate the diversity of family structures, cultures and lived experiences.

We:

- Work in partnership with all families
- Encourage parents/carers to participate fully in school life
- Provide support and communication systems to ensure accessibility for all families
- Promote positive relationships between home and school
- Offer support and signposting for families where needed

4. Food and Dietary Needs

We work closely with families to ensure medical, cultural and dietary needs are met wherever reasonably possible.

Children are encouraged to learn about healthy lifestyles, cultural diversity and respect for different traditions and practices.

5. Staff Training

All staff receive training and professional development linked to equality, diversity, inclusion, safeguarding, relational practice and therapeutic approaches.

This includes teaching staff, support staff, office staff, lunchtime staff and volunteers.

We:

- Promote ongoing professional learning in inclusive and anti-discriminatory practice
- Ensure new staff are made aware of this policy and associated procedures
- Review practice regularly to ensure continued effectiveness and compliance

Roles and Responsibilities

Governors

Governors are responsible for:

- Providing strategic leadership on equality and inclusion
- Monitoring implementation of this policy
- Ensuring statutory duties are met
- Promoting inclusive values throughout the school community
- Ensuring appropriate responses to prejudice-based incidents

Headteacher and Senior Leaders

The Headteacher and Senior Leadership Team will:

- Lead and review equality and inclusion practice
- Ensure effective communication of this policy
- Provide training and support for staff
- Monitor implementation and impact
- Address incidents of discrimination consistently and effectively
- Promote a culture of inclusion, belonging and respect

Staff

All staff are responsible for:

- Upholding this policy in practice
- Modelling inclusive and respectful behaviour
- Challenging discrimination, prejudice and stereotypes
- Promoting equality and positive relationships
- Supporting all children to feel safe, included and valued

Children

Children are expected to:

- Treat others with kindness and respect
- Celebrate differences and diversity
- Report prejudice-based incidents to trusted adults
- Contribute positively to the school community

Parents/Carers

Parents and carers are expected to:

- Support the school's inclusive ethos
- Promote respectful behaviour
- Work in partnership with school staff
- Raise concerns appropriately through school procedures

Visitors and Contractors

Visitors and contractors are expected to uphold the principles of this policy while on school premises.

Breaches of the Policy

Breaches of this policy will be addressed in line with the school's behaviour, safeguarding, staff conduct and complaints procedures.

Prejudice-based incidents, including racist, homophobic, sexist or disability-related incidents, will be recorded and addressed in accordance with Local Authority guidance.

Monitoring and Evaluation

The school monitors the effectiveness of this policy through:

- Analysis of children's attainment and progress
- Monitoring behaviour, attendance and exclusions
- Reviewing curriculum provision and resources
- Monitoring prejudice-based incidents
- Reviewing accessibility and inclusion across school life
- Evaluating stakeholder feedback from children, staff and families

This policy will be reviewed annually and formally updated every three years, or sooner if legislation or guidance changes.

