



Gorse Hall Primary and Nursery School Diversity & Equality Scheme

2025 – 2029 (4 YEAR PLAN – REVIEWED ANNUALLY)



At Gorse Hall Primary & Nursey School, we are committed to promoting equality and fostering an inclusive environment where everyone feels valued, respected, and able to thrive. Our school's equality scheme reflects our unwavering dedication to promoting equal opportunities and addressing discrimination in all its forms.

We believe that every individual within our school community deserves to be treated with dignity and fairness, regardless of their race, ethnicity, gender, gender identity, sexual orientation, religion, disability, or any other protected characteristic. We are committed to creating a school environment that celebrates diversity and champions equality for all in accordance with the requirements of the Single Equality Act 2010.

In our pursuit of equality, we strive to eliminate discrimination, prejudice, and harassment in all aspects of school life. We challenge stereotypes, biases, and inequalities to ensure that each member of our school community has an equal opportunity to succeed and reach their full potential. For this reason, we have drawn up this scheme which sets out the specific initiatives and actions we are committed to completing in the period from 2025 to 2029.

Objectives	Actions to be taken	By whom	Timescale and Resources
To ensure that the aims and objectives in the Equality Information and Objectives Policy are met	<ul style="list-style-type: none">• Annual reviews of the school's Equality Scheme and Objectives Policy.• Monitoring of Equality and Diversity within teaching and learning.• Regular disadvantaged, SEND and behaviour analysis shared with HT and Governors.• Regular meetings between teaching staff and members of the Senior Leadership Team to ensure progress and identify barriers to learning that may be present due to diversity and ensure these are addressed through appropriate intervention.	SLT Teaching Staff Governing Body	Ongoing SLT meetings Governors' meetings Pupil Progress meetings



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<p>To embrace and celebrate diversity and to cultivate a school environment that encourages mutual respect, empathy, and understanding</p> <p>Together, strive for equality and fairness that are embedded in our school's values</p> <p>To prepare our students to become compassionate and socially responsible global citizens</p>	<ul style="list-style-type: none">Any incidents of discrimination (including racism) to be reported through the appropriate channels (see anti bullying and safeguarding policies).Meetings with School Council to define and share information with bullying.Regular monitoring of Equality and Diversity within teaching and learning.Regular meetings between teaching staff and members of the Senior Leadership Team to ensure progress and identify barriers to learning that may be present due to diversity and ensure these are addressed through appropriate intervention.Themed whole school assemblies promote equality and celebrate diversity throughout the year.Ensure pupils from different faiths are given time and space to observe their religious practices.	<p>SLT Teaching Staff Governing Body</p>	<p>Ongoing</p> <p>SLT meetings Governors' meetings Pupil Progress meetings</p> <p>Assembly time</p>
<p>The curriculum promotes inclusive and diverse perspectives, recognising the rich tapestry of our global society</p> <p>We aim to meet this objective with particular reference</p>	<ul style="list-style-type: none">Themed whole school assemblies promote equality and celebrate diversity throughout the year.Theme weeks to provide pupils with opportunities to explore different cultures.RE curriculum develops spiritual and moral objectives.Monitoring of Equality and Diversity within teaching and learning.Jigsaw scheme taught consistently across school.All extra-curricular opportunities are inclusive for all pupils.	<p>SLT Teaching Staff Parents</p>	<p>Ongoing</p> <p>Assembly time</p> <p>Subject leader time</p> <p>Staff meeting timetable</p>



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to exploring any issues around equality and diversity	<ul style="list-style-type: none">• Subject leaders identify threads within their subjects that link to diversity and equality.• Highlight specific pupils and parents from varying backgrounds to showcase their experiences in key stage and whole school assemblies.		
Ongoing training for staff members to equip them with knowledge and skills to uphold our commitment to equality and challenge discriminatory practices	<ul style="list-style-type: none">• Ensure (through consultation) staff and governors have a good understanding of diversity and provide training where necessary.• Diversity and equality should be discussed as part of School Council Meetings and reported back to staff and pupils regarding their discussions and findings• Equality and diversity to be discussed with children as part of class teaching• Whole school assembly theme's raise awareness of diversity and equality	SLT Pupils Teaching Staff Governing Body	Ongoing
To promote disability equality throughout school	<ul style="list-style-type: none">• Regular reviews of the school's SEND Accessibility Plan with due consideration for the stakeholders it effects.• Regular meetings to ensure the needs of disabled stakeholders are identified and addressed.• Timely and appropriate interventions (including modifications to school grounds and the provision of equipment) to ensure the needs of disabled stakeholders are met.	SLT Teaching Staff Pupils	Ongoing SLT meetings Governors' meetings
To continue to prioritise narrowing the attainment gap across school	<ul style="list-style-type: none">• Data analysis is completed by teaching staff (including gender, disadvantaged, SEND).• SDP prioritises attainment and progress for all pupils.	SLT Teaching Staff Assessment Leads	SLT meetings Governors' meetings Pupil Progress meetings Staff meeting time



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	<ul style="list-style-type: none">Teachers meet with Assessment Leads and SLT to discuss attainment and progress and report on pupils causing concern.Interventions are well-planned and robust and move learning forward.SSA's are utilised to effectively support pupils with SEND.		
To create a safe and nurturing learning environment that supports the well-being and mental health of all our students	<ul style="list-style-type: none">Jigsaw scheme taught consistently across school. Areas throughout the scheme promoting mental health, equality and diversity are highlighted and accessible.All extra-curricular opportunities are inclusive for all pupils.Pupils with SEMH needs access Forest School sessions and or nurture sessions.Pupil progress meetings include time to discuss children causing concern.Staff to complete SEMH causing concern formSENDCo and HT to explore Ambition Trust's therapy services.Services such as NSPCC and KOOTH are invited to school.Pupil and parent surveys will identify strengths and areas for improvement.	SLT Teaching Staff PHSE Lead	SLT meetings Governors' meetings Jigsaw resources
To eradicate prejudice related bullying in relation to the protected characteristics listed	<ul style="list-style-type: none">Any incidents of discrimination (including racism) to be reported through the appropriate channels (see anti bullying and safeguarding policies).Meetings with School Council to define and share information with bullying.	SLT Teaching Staff Governing Body School Council	SLT meetings Governors' meetings School Council meetings



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in the Equality Act 2010	<ul style="list-style-type: none">• Annually review Anti-Bullying Policy with the School Council.• Participate in Anti-Bullying Week in accordance to the Anti-Bullying Alliance.• Whole school Anti-Bullying competition• Whole school Anti-Bullying assembly		Prizes Anti-Bullying resources
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The governing body has overall responsibility of ensuring that the Diversity & Equality Scheme, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.