



Greswold's Equality Information and Objectives Statement

Audience	Whole school community
Co-ordinated by	A Woodcock (Headteacher)
Date written / reviewed	March 2026
Date of next review	March 2027
To be reviewed by	Headteacher
Associated Governing Body Committee	Curriculum and Inclusion

School vision statement

To provide an inclusive learning community where every child really does matter.

Aims and Expectations

Our school aims to embed the principles of BRICKS:

- Belonging
- Respect
- Independence
- Curiosity
- Kindness
- Success

School aims

- *To provide a high standard of education in a stimulating, varied environment in which children can learn effectively;*
- *To create a caring atmosphere in which children are taught good citizenship, are happy and encouraged to act independently and foster self discipline;*
- *To encourage the children to co-operate with, understand and care for others from all backgrounds and abilities, thus children are guided into responsibility not only for their own development but also that of the whole school family;*
- *To ensure that every child, whatever their ability, has the right and opportunity to attend our school with appropriate resources and support wherever possible, and to have access to a broad and balanced curriculum;*
- *To create, maintain and develop a physical and emotional atmosphere where children are stimulated to develop powers of observation and lively enquiring minds;*
- *To develop an understanding of decision-making and the need for rules, maintaining a continuous effort to improve standards for the general good and success of all.*

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations; and our specific duties to publish information every year about our school population, to explain how we have due

regard for equality and to publish equality objectives which show how we plan to tackle particular inequalities, reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

Our school aims to promote respect for difference and diversity in accordance with our values of BRICKS (belonging, respect, independence, curiosity, kindness, success).

What are protected characteristics?

Treating a person less favourably because they have one or more of these characteristics is unlawful. The protected characteristics are race, disability, sex, age, religion or belief, sexual orientation, pregnancy or maternity, gender reassignment and marriage or civil partnership.

Information about the pupil population

Number of pupils on roll: 680

Information on protected characteristics

Disability

The Equality Act defines disability as when a person has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.

Number of pupils with disabilities: 3

Pupil Special Educational Needs (SEND) Provision		
	Number of pupils	% school population
Number of children with SEND	113	16.6%
SEN support	86	12.7%
EHCP	27	4%

Ethnicity and race

Ethnicity	Total	% of school
Any other Asian background	20	2.95
Any other Black background	1	0.16
Any other ethnic group	17	2.5
Any other mixed background	28	4.13
Any other White background	25	3.68
Bangladeshi	18	2.65
Black Caribbean	3	0.44
Black - African	2	0.29
Chinese	23	3.39
Indian	113	16.62
Information Not Yet Obtained	1	0.16
Pakistani	128	18.82
Refused	4	0.59
White - British	259	38.01
White - Irish	0	0

White and Asian	21	3.1
White and Black African	4	0.59
White and Black Caribbean	13	1.92

Gender

Male	340	50%
Female	340	50%

Religion or belief

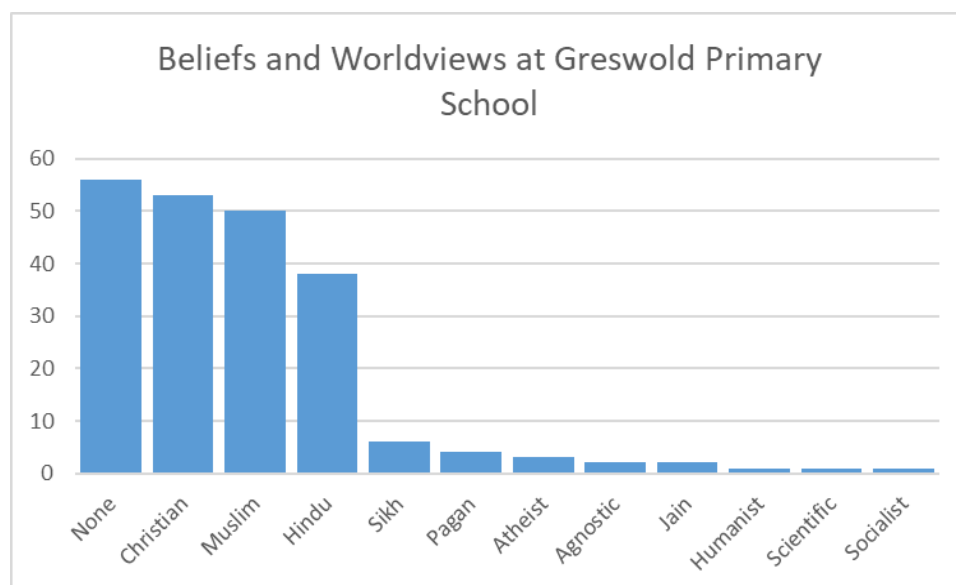
We do not collect data on pupils' religion or belief.

However, a voluntary survey of parents in 2022 had 215 responses.

72 identified themselves as non-religious (33%).

143 identified themselves as religious (67%).

Below a graph shows the beliefs and worldviews identified in the survey.



Gender identity or reassignment

We do not collect data on pupils who are planning to undergo, who are undergoing or have undergone gender reassignment

Sexual orientation

We do not collect data on the sexual orientation of our pupils.

Information on other groups of pupils

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

	Total	% school population
Number of pupils who speak English as an additional language	186	27.4%
Number of pupils eligible for free school meals	112	16.5%

At Greswold, we pay due regard to the Equality Act 2010 and eliminate discrimination by publishing policies which relate to behaviour, anti-bullying, recruitment and pay. We also remind staff and governors of their duties under the Act each academic year.

At Greswold, we advance the equality of opportunity between people who share a protected characteristic and people who do not share it by analysing and responding to attainment data which shows how pupils with different characteristics are performing. We also produce evidence showing improvements for specific groups, where appropriate.

At Greswold, we foster good relations between those who share a protected characteristic and those who do not share it by promoting friendship and tolerance through our curriculum and offering opportunities to understand a range of religions and cultures. We also engage with people who have special knowledge that could inform our approach, where appropriate.

To support our general duty:

- We have a school behaviour policy that treats all children fairly and takes into account their differences.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment. We keep a record of all such incidents and notify those affected of what action we have taken.
- We have a SEND policy that outlines provision the school makes.
- We have an accessibility plan that supports all members of our school community.
- Our admission arrangements are those set out by the LA, giving priority to pupils with SEN or those in care.
- We have procedures for dealing with staff discipline, conduct and grievances. We have a staff code of conduct.
- We recognise that people have different needs and we understand that treating people equally does not always involve treating them all exactly the same.

Greswold's Equality Objectives for 2025-6

1. Parent community are aware of new Solihull RE syllabus and how it's implemented at Greswold. (School Improvement Plan priority 2, bp5)
2. Our dynamic curriculum offer is inclusive, diverse and shows clear progression towards end points. (School Improvement Plan priority 2, bp6)
3. By July 2026, classroom observations and pupil data show that UDL principles are embedded, reducing individualised interventions and increasing inclusion. (School Improvement Plan priority 2, bp8)
4. Using the National Year of Reading 2026 as a focus, pupils are visibly more engaged in reading and literature. * (School Improvement Plan priority 3, bp4)