



Equality Objectives

Temple Grafton C of E Primary School

Equality Objectives Review

Review completed July 2026 by Senior Leadership and Governors

Next Review: July 2027

Foreword

Temple Grafton C of E Primary School aims to ensure that every child and member of staff is given an equal opportunity to achieve their full potential. In addition, each individual is entitled to learn, teach and work in a supportive environment and to benefit from the diversity of our school community. Equality is about fairness and equality of opportunity. Advancing equality of opportunity involves recognising that people have different needs and may require different levels of support in order to participate fully in school life.

The Equality Act 2010 identifies nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Under the general duty of the Equality Act 2010, schools must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Summary of Impact 2025-26

During 2025–26, Temple Grafton continued to promote equality, inclusion and opportunity through a broad curriculum, strong pastoral support and a wide range of enrichment opportunities. Significant developments included the introduction of myHappymind, the work of Happiness Heroes, Children's Mental Health Week, the Williams Racing Formula One STEM Experience, the KAPLA STEM Workshop, Drumba, Dance for Diabetes and an extensive programme of sporting, cultural and leadership opportunities. These experiences supported wellbeing, aspiration, resilience, teamwork and personal development for all pupils.

Pupil voice remains a strength of the school. Pupil surveys indicated that 84% of pupils reported being happy at Temple Grafton and 96% reported feeling safe, reflecting the school's commitment to providing a nurturing and inclusive environment.

The school has continued to strengthen opportunities for pupil leadership and influence through School Council, Play Leaders, Happiness Heroes and courageous advocacy initiatives. Pupils have

actively contributed to charitable causes including Dance for Diabetes, Molly Olly's Wishes, foodbank collections and wider community fundraising projects, helping them understand the positive difference they can make in society.

This work continues to be underpinned by the school's Christian vision, *Together We Shine*.

Review of the Six Objectives

1. To promote equality of opportunity for all with respect to gender, gender reassignment, sexual orientation, race, age, social class, disability, pregnancy, maternity, religion and belief

Temple Grafton C of E Primary School ensures that appropriate job vacancies are widely advertised to promote the diversity of candidates.

In all staff appointments, the most suitable candidate is appointed on professional criteria, with the recruitment process ensuring that the school's statutory obligations regarding safeguarding and safer recruitment procedures are met.

We are committed to safer recruitment. The Headteacher and governors are trained in safer recruitment, and at least one member of the recruitment panel has completed this training.

Appraisal procedures are based on the Trust values of Inspiration, Nurture, Respect and Collaboration. Appraisals are staff-led and all staff have equal opportunities for professional development.

The school maintains maternity, paternity and flexible working policies which seek to ensure equality of opportunity.

Our admissions arrangements follow Warwickshire Local Authority guidance and ensure fair and equitable access for all pupils. As a Church of England school, we seek staff and governors who will actively promote our Christian ethos while welcoming and respecting people of all faiths and none.

Additional Evidence 2025–26

Pupils benefited from a wide range of enrichment opportunities, including STEM workshops, Forest School, educational visits, sporting competitions, residential experiences, music, drama and outdoor learning. These opportunities ensured broad participation and promoted aspiration, confidence and equality of access across the school community.

2. To prepare all young people for life in a multicultural, multi-faith society in Britain, Europe and the wider world

We promote a positive self-image in all children and respect individuality, providing for all pupils according to their needs.

This is achieved through opportunities provided within the curriculum, including visitors from different cultures and faiths, celebration of religious festivals, Christian values education and the Jigsaw PSHE programme, which promotes relationships, inclusion and celebrating difference.

An audit of the curriculum demonstrates that opportunities for Social, Moral, Spiritual and Cultural (SMSC) development permeate school life.

Additional Evidence 2025–26

- Whole-school KAPLA STEM Workshop promoting creativity, teamwork and problem-solving.
- Williams Racing Formula One STEM Experience promoting aspiration and awareness of careers in engineering and technology.
- Great Explorers Workshop introducing pupils to significant global explorers.
- Environmental learning linked to sustainability and microplastics.
- Pupil Voice

"I've played football and athletics and it has made me feel proud representing my school."

"Sports hall athletics. I loved it because when I was competing I could hear all my friends cheering me on."

"TG has made me resilient and confident and has made me a polite and helpful person; we have been taught to be kind and respectful and I will never forget this advice."

"The whole school singing together made me feel happy. Being in the church was special."

"KAPLA was a great WOW moment. It felt a bit scary when I built with my group but it was exciting too – it was the most fun time ever!"

3. To ensure that the needs of pupils with physical and/or learning disabilities are fully addressed

Staff identify pupils' needs through assessment, review and ongoing monitoring.

The school adopts a holistic approach to supporting children through THRIVE practitioners, counselling support, Forest School, the school nursing service and external agencies. Targeted interventions are reviewed regularly and adapted where required. Where children have special educational needs or disabilities, appropriate reasonable adjustments are made.

The school works closely with external services including Educational Psychology, Speech and Language Therapy, Specialist Teaching Services and other agencies to ensure children receive appropriate specialist support.

SEND pupils' progress is tracked and monitored throughout their school journey.

Additional Evidence 2025–26

- Launch of myHappymind to support emotional wellbeing and resilience.
- Introduction of Happiness Heroes to promote positive relationships and wellbeing.
- SEND Coffee Mornings and wider family support opportunities.
- Continued use of Forest School and wellbeing provision to support personal development and emotional regulation.

4. To respond positively to the needs of pupils, parents and staff with English as an Additional

Language (EAL)

The school will employ the services of EMTAS where required.

Where appropriate, support is made available to help families access communication, services and wider support.

The school also seeks to ensure that staff with EAL are fully included and supported within the school community.

5. To eliminate discriminatory practices and reduce prejudice as much as possible

Temple Grafton monitors achievement, attendance and wider pupil data to identify potential barriers and ensure gaps are addressed promptly.

Children's work and achievements are celebrated through displays, assemblies and recognition systems. Their views continue to inform aspects of school development through pupil voice activities, School Council discussions and leadership opportunities

The school's behaviour policy is built on restorative principles and Christian values. Relationships, kindness, reflection and respect are central to daily life. Attendance is carefully monitored, and all decisions are made fairly and consistently.

Children work collaboratively with a range of peers, developing respectful relationships and reducing social barriers. Play Leaders support positive interaction during unstructured times and the School Council continues to contribute meaningfully to school improvement.

Additional Evidence 2025–26

- Children's Mental Health Week.
- Safer Internet Day.
- Dance for Diabetes awareness and fundraising programme.
- Molly Olly's Wishes charitable learning and fundraising initiatives.
- Online Safety parent workshops and information sessions.
- Drumba whole-school workshop promoting teamwork, inclusion and participation for all pupils.

Courageous Advocacy

Throughout the year pupils engaged with charitable and community initiatives including:

- Stratford Foodbank collections.
- Type 1 Diabetes awareness.
- Childhood cancer awareness.
- Environmental advocacy projects.
- Dance for Diabetes.
- Molly Olly's Wishes.

These opportunities encouraged pupils to develop empathy, compassion and an understanding of their role as active citizens.

6. To promote positive attitudes towards the richness provided by individual diversity and cultural variety

At Temple Grafton C of E Primary School, diversity is about valuing people as individuals and learning from our differences. We seek to meet different needs creatively to ensure opportunities are available to all and every child's potential is fulfilled.

We treat all members of the school community with respect and kindness. Governors, staff, parents and pupils are encouraged to contribute to school life through an open and collaborative culture. Annual surveys and pupil voice activities continue to strengthen this partnership approach.

The curriculum promotes understanding of different cultures, beliefs, experiences and perspectives. Through history, geography, RE, English and PSHE, pupils explore themes such as migration, diversity, fairness, global citizenship and social justice.

Additional Evidence 2025–26

- Football, girls' football, athletics, tennis, archery, cross-country, cricket and orienteering opportunities.
- Residential experience at the Pioneer Centre.
- Class 3 Campout on the school site
- Forest School provision.
- Drumba Workshop.
- Healthy Futures Programme.

Developing Pupil Leadership and Voice

During 2025–26 the school continued to strengthen opportunities for children to lead, influence and make a positive contribution to school life. Pupils undertook responsibilities through School Council, Play Leaders, Happiness Heroes and courageous advocacy projects. Children actively supported charitable causes, contributed ideas and helped shape aspects of school life.

Priorities for 2026–2027

Temple Grafton C of E Primary School will continue to:

- Strengthen pupil voice and leadership opportunities.
- Empower young people to lead, influence and make a positive difference.
- Continue to promote positive mental health and wellbeing through myHappyMind and wider wellbeing initiatives.
- Ensure all pupils continue to access a rich programme of sporting, cultural, STEM and enrichment opportunities.
- Further develop courageous advocacy and community engagement.
- Continue to advance equality of opportunity for all members of the school community.

This review demonstrates that Temple Grafton remains committed to ensuring that every child is valued, included, supported and empowered to flourish within a caring Christian community where, together, we shine.