Equality Policy

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C01	Daniel Kerbel			April 2022	New Document
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1   Purpose

1.1.1   Ensure that Grange Primary School provides an inclusive environment where all pupils, staff, parents/carers, and visitors are treated with dignity and respect.

1.1.2   Embed equality, diversity, and inclusion in all aspects of school life, aligning with the school's core values: Confidence, Consideration, Kindness, Humanity, and Peace.

1.1.3   Comply with the Equality Act 2010 and other relevant legislation, promoting equality of opportunity and eliminating discrimination, harassment, and victimisation.

1.1.4   Foster good relations between people who share a protected characteristic and those who do not, promoting community cohesion

2   Scope

2.1.1   All members of the Grange Primary School community, including pupils, staff, governors, parents/carers, and visitors.

2.1.2   All aspects of school life, including teaching and learning, curriculum, admissions, behaviour management, staff recruitment and development, and partnerships with external organisations.

3   Aims

3.1.1   Eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Equality Act 2010.

3.1.2   Advance equality of opportunity between people who share a protected characteristic and those who do not.

3.1.3   Foster good relations between people who share a protected characteristic and those who do not.

3.1.4   Promote a culture of respect, understanding, and appreciation of diversity within the school and the wider community.

3.1.5   Set measurable equality objectives to address identified inequalities and monitor progress towards achieving them.

4   Definitions and Abbreviations

4.1.1   Below is the list of abbreviations and their definitions used throughout this document.

Title	Reference
EHCP	Education, Health, and Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilties
EAL	English as an Additional Language
PSHE	Personal, Social, Health, and Economic (Education)
SLT	Senior Leadership Team
TAC	Team Around the Child
RSE	Relationships and Sex Education
SMSC	Social, Moral, Spiritual, and Cultural (Development)
RE	Religious Education
DfE	Department for Education
PP	Pupil Premium
DHT	Deputy Head Teacher
HT	Head Teacher

5   Roles and Responsibilities

5.1   The Governing Body

5.1.1   The Governing Body has a strategic role in overseeing the implementation of the Equality Policy. It ensures the school complies with legal and ethical standards while fostering a school culture of equality and respect.Monitor and review the effectiveness of the Equality Policy

5.1.2   Ensure Grange Primary School complies with the Equality Act 2010, including its provisions on discrimination, harassment, and victimisation, across all protected characteristics. This includes reviewing key policies, such as admissions, behaviour, and curriculum, to ensure they align with equality legislation

5.1.3   Review termly reports from the Headteacher and SLT on how the Equality Policy is being implemented. This includes progress on equality objectives, data on pupil performance, behaviour, attendance by protected characteristics, and incidents of discrimination.

5.1.4   Update the policy where necessary, ensuring it remains current and effective.

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5.1.5   Support and promote equality initiatives within the school, encouraging a diverse and inclusive school culture. This includes engaging with community outreach and supporting diversity events.

5.1.6   Members will participate in relevant training on equality, diversity, and inclusion to ensure they are equipped to oversee compliance with equality legislation and effectively monitor the implementation of this policy.

5.2   The Headteacher and SLT

5.2.1   Responsible for the day-to-day leadership and management of the Equality Policy. They will lead by example, promoting a culture of inclusion and ensuring that equality is at the heart of decision-making.Provide training and support to staff.

5.2.2   Embed equality considerations into the curriculum, teaching methods, school environment, and all other school activities. They will work with staff to establish an inclusive school culture where equality is respected and celebrated.

5.2.3   Ensure that all staff receive appropriate and ongoing training on equality, diversity, and inclusion. This will cover key topics such as unconscious bias, inclusive teaching practices, and how to handle incidents of discrimination.

5.2.4   SLT will provide staff with access to resources and support to ensure they can effectively promote equality in their roles.

5.2.5   Take swift and appropriate action when incidents of discrimination, harassment, or victimisation are reported. This includes ensuring that incidents are recorded, investigated, and resolved in line with the school's Behaviour Policy and Anti-Bullying Policy.

5.2.6   Ensure those involved in discrimination-related incidents receive support and that steps are taken to prevent future occurrences.

5.2.7   Report to the Governing Body on the implementation of this policy, including updates on progress toward achieving the school's equality objectives, any incidents of discrimination, and steps taken to address them.

5.3   All Staff

5.3.1   All staff, including teachers, teaching assistants, administrative staff, and support staff, have a responsibility to uphold and promote the values of equality, diversity, and inclusion in their daily roles.Challenge discrimination and report incidents.

5.3.2   Actively promote equality and inclusion in their teaching and daily interactions with pupils. This includes ensuring that teaching materials and classroom discussions reflect diversity, avoid stereotypes, and encourage pupils to respect and understand different perspectives and identities.

5.3.3   Responsible for challenging any form of discrimination, harassment, or victimisation they witness or become aware of, whether it involves pupils, colleagues, or other members of the school community.

5.3.4   Staff must report such incidents to the appropriate member of the SLT or Headteacher for investigation and resolution.

5.3.5   Participate in professional development opportunities that focus on equality, diversity, and inclusion. This includes training on recognising and addressing discrimination, fostering inclusive learning environments, and supporting pupils with protected characteristics.

5.3.6   Act as role models for pupils, demonstrating respectful and inclusive behaviour in all interactions. This includes fostering a positive and supportive classroom environment where all pupils feel valued and are encouraged to express themselves without fear of discrimination.

5.4   Pupils

5.4.1   Expected to contribute to creating a welcoming and inclusive environment. They will be supported to understand and uphold the values of equality and respect.

5.4.2   Encouraged and taught to treat others with respect and dignity, recognising that everyone has the right to feel safe, respected, and included, regardless of their background, identity, or beliefs and indeed with regard and respect for their background, identity and / or beliefs..

5.4.3   Encouraged to speak out if they witness or experience any form of discrimination, bullying, or harassment. They will be taught how to report these incidents to a trusted adult, knowing that their concerns will be taken seriously and addressed.

5.4.4   Involved in activities that promote understanding and appreciation of diversity. This may include participating in assemblies, classroom discussions, and school events that celebrate different cultures, identities, and beliefs.

5.5   Parents and Carers

5.5.1   Play a vital role in supporting the school's equality and diversity efforts by reinforcing the values of inclusion and respect at home and within the community.

5.5.2   Encouraged to support the school's equality and diversity objectives by engaging with school policies, participating in diversity-focused events, and discussing these topics with their children at home.

5.5.3   Encouraged to work collaboratively with the school to foster a welcoming and inclusive environment. This includes attending school meetings, supporting their children's understanding of diversity, and contributing to the school's efforts to engage with all members of the community.

5.5.4　Invited to be actively involved in school life, whether through volunteering, attending school events, or participating in the Parent Teacher Association. Their involvement helps reinforce the school's inclusive values and ensures that a wide range of perspectives are represented.

6 Eliminating Discrimination and Harassment

Grange Primary School is committed to eliminating all forms of discrimination and harassment, ensuring that all members of the school community are treated with respect and dignity. We take proactive measures to prevent discriminatory behaviour and respond swiftly and effectively when incidents occur.

6.1 Policies and Procedures

6.1.1　**Regular Review of Key Policies:** The Behaviour Policy and Anti-Bullying Policy are central to our approach in eliminating discrimination. These policies are reviewed annually to ensure they remain relevant, effective, and aligned with current legislation, including the Equality Act 2010. Any updates in best practices or emerging issues will be incorporated to ensure policies are robust in addressing discrimination.

6.1.2　**Comprehensive Coverage of Discrimination:** Our policies explicitly cover all forms of discrimination, including but not limited to racism, sexism, homophobia, transphobia, ableism, and discrimination based on religion, ethnicity, disability, gender identity, or sexual orientation. The policies outline expectations for behaviour and clearly define unacceptable conduct, ensuring the entire school community understands what constitutes discrimination and harassment.

6.1.3　**Clear Disciplinary Procedures:** The Behaviour and Anti-Bullying Policies include clear steps for disciplinary action when discriminatory behaviour occurs. These procedures ensure that incidents are investigated thoroughly, sanctions are applied fairly, and restorative actions are taken to support both the victim and the wider school environment.

6.1.4　**Restorative Practice Principles:** As detailed and outlined in our Behaviour Policy, we are driven by a philosophy of restorative justice and restorative practice. We seek to to use the power of reflection, education and therapeutic relationships wherever possible to help parties involved emerge from incidences of discrimination with a better understanding of the impact of actions and empowered with wellbeing for a better future.

6.2 Reporting and Responding to Incidents

6.2.1　**Clear Reporting Procedures:** Grange Primary School provides clear, accessible, and confidential procedures for pupils, staff, and parents to report incidents of discrimination or harassment. These procedures are communicated regularly to the entire school community

through assemblies, staff meetings, and the school website. Reporting channels include direct communication with staff, designated safeguarding leads, and anonymous reporting options to ensure all members of the community feel safe to report incidents.

6.2.2 **Detailed Record Keeping:** A centralised system is used to document all reported incidents of discrimination and harassment, including the nature of the incident, actions taken, and outcomes. These records are maintained by the SLT and are reviewed regularly to monitor patterns of behaviour, enabling the school to take proactive measures in addressing any recurring issues.

6.2.3 **Effective Communication of Outcomes:** After an incident of discrimination or harassment is addressed, the outcomes are communicated promptly and sensitively to all affected parties. This includes informing the victim, the perpetrator, and their respective families (where appropriate) of the actions taken and any further support available. The aim is to ensure transparency, maintain trust, and demonstrate that the school takes discrimination seriously. Wherever possible, restorative practice principles are adhered to.

6.3 Addressing Gender Identity and Sexual Orientation Discrimination

6.3.1 **Preventing Discrimination:** Grange Primary School is committed to preventing discrimination against pupils based on their gender identity or sexual orientation. We recognise that pupils who identify as LGBTQ+ may face unique challenges, including harassment or bullying, and the school takes a zero-tolerance approach to homophobic and transphobic behaviour. Preventative measures include regular staff training on LGBTQ+ issues, visible support through inclusive language and symbols, and ensuring that pupils feel safe to express their identities.

6.3.2 **Behaviour and Anti-Bullying Policies:** Our Behaviour and Anti-Bullying Policies outline specific procedures for dealing with bullying incidents related to gender identity or sexual orientation. Staff are trained to recognise and intervene in homophobic or transphobic bullying and to handle these incidents with sensitivity and urgency. The policies emphasise both disciplinary measures for the perpetrators and support mechanisms for the victims.

6.3.3 **Curriculam Integration:** Grange Primary School integrates understanding and respect for different gender identities and sexual orientations into the curriculum, particularly through PSHE lessons, assemblies, and school-wide events. These activities challenge harmful stereotypes, promote the normalisation of diversity, and encourage pupils to respect and embrace differences. Curriculum content is regularly updated to reflect the experiences of LGBTQ+ individuals, fostering a culture of inclusion and acceptance.

7 Advancing Equality of Opportunity

Grange Primary School is committed to advancing equality of opportunity for all pupils, staff, and stakeholders. We aim to remove barriers to participation, ensure fair treatment, and foster an environment where everyone has the opportunity to succeed, regardless of their background or identity.

7.1 Curriculum and Teaching

7.1.1 **Inclusive Curriculum Design:** The school curriculum is designed to reflect and celebrate diversity. It includes content that promotes understanding of different cultures, backgrounds, gender identities, and abilities. The curriculum will be reviewed annually to ensure that it remains relevant and inclusive, avoiding stereotypes and ensuring all pupils see themselves reflected in their learning.

7.1.2 **Differentiated Instruction:** Teachers are responsible for adapting their teaching methods to meet the diverse needs of pupils, including those with SEN, EAL, and those with disabilities. This ensures that all pupils can access the curriculum, with additional resources or support provided as necessary.

7.1.3 **Promotion of British Values:** In accordance with statutory requirements, Grange Primary promotes fundamental British values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. This is embedded throughout the curriculum, ensuring pupils understand their rights and responsibilities in a diverse society.

7.1.4 **Challenging Discrimination:** The school's curriculum actively challenges discrimination and prejudice by including opportunities for pupils to discuss issues such as racism, sexism, homophobia, and ableism. Lessons in PSHE education, RE, and assemblies address these topics, ensuring pupils understand the importance of equality and respect for all.

7.2 Monitoring and Data Analysis

7.2.1 **Pupil Performance Data:** The school will collect and analyse data on pupil attainment, progress, attendance, behaviour, and exclusions, broken down by protected characteristics (e.g., gender, ethnicity, disability). This analysis will be used to identify any achievement gaps between different groups and to inform targeted interventions.

7.2.2 **Staff Monitoring:** The school will monitor staff recruitment, retention, promotions, and professional development opportunities to ensure that all employees have equal access and no group is disadvantaged. Where underrepresentation of any group is identified, appropriate action will be taken to encourage diversity in staffing.

7.2.3 **Action Based on Data:** Where data reveals gaps in outcomes for specific groups (e.g., lower attainment in pupils with EAL or higher exclusion rates for boys), the school will implement action plans to address these disparities. This may involve tailored interventions, additional

support, or changes to teaching strategies. Progress will be reviewed regularly to ensure effectiveness.

7.3 Targeted Interventions

7.3.1 **Support for Disadvantaged Pupils:** The school will provide additional support for pupils from disadvantaged backgrounds, particularly those eligible for Pupil Premium funding. This includes tailored academic interventions, one-on-one tutoring, and access to enrichment activities, ensuring these pupils can achieve in line with their peers.

7.3.2 **SEN and Disability Support:** Pupils with SEN and disabilities will have personalised learning plans that outline their specific needs, accommodations, and progress goals. The SENCO (Special Educational Needs Coordinator) will work closely with families and external agencies to ensure pupils receive appropriate support, both in and out of the classroom.

7.3.3 **EAL Support:** Pupils with English as an Additional Language will receive tailored support, such as extra language tuition, to ensure they can fully access the curriculum and participate in school life. Progress will be closely monitored, with adjustments made to support plans as needed.

7.4 Staff Development and Training

7.4.1 **Equality and Diversity Training:** All staff will receive ongoing professional development on equality, diversity, and inclusion, including training on unconscious bias, inclusive teaching practices, and addressing discrimination in the classroom. This training will be updated regularly to reflect new developments and ensure staff are fully equipped to promote equality.

7.4.2 **Mentorship and Career Development:** Grange Primary School will offer mentorship and career development opportunities to all staff, ensuring equal access to promotion and leadership positions. Staff from underrepresented groups will be encouraged and supported to pursue leadership roles, helping to create a more diverse senior leadership team.

7.4.3 **Monitoring of Staff Well-being:** The school will regularly monitor the well-being of staff, paying particular attention to staff from minority or underrepresented groups. Well-being surveys will be used to gather feedback, and support will be provided as necessary to ensure all staff feel valued and supported in their roles.

7.5 Support for LGBTQ+ and Gender Identity Issues

7.5.1 **Safe Spaces:** The school will ensure that LGBTQ+ pupils and those exploring their gender identity have access to safe spaces where they can express themselves without fear of discrimination. This includes supportive staff members trained to handle LGBTQ+ issues sensitively.

7.5.2   **Pastoral Care:** Dedicated pastoral care will be available for pupils who are questioning or transitioning their gender identity. The school will work closely with families and external agencies to provide tailored support for these pupils, ensuring their well-being and inclusion.

7.5.3   **Challenging Homophobia and Transphobia:** The school will take a zero-tolerance approach to homophobic and transphobic bullying. Staff will be trained to recognise and address incidents swiftly and effectively, ensuring that all pupils feel safe and respected.

8   Fostering Good Relations

Grange Primary School is committed to fostering a positive and inclusive environment where pupils, staff, parents, and the wider community can build respectful and supportive relationships. The school actively promotes understanding between individuals and groups, ensuring that diversity is celebrated, and prejudice is challenged.

8.1   Promoting Social, Moral, Spiritual, and Cultural (SMSC) Development

8.1.1   **SMSC Across the Curriculum:** Grange Primary embeds SMSC development throughout the curriculum. Through subjects such as PSHE, RE, and Citizenship, pupils learn about the importance of empathy, respect, and understanding. SMSC development is also promoted through cross-curricular activities, ensuring that pupils understand the values that underpin a diverse and inclusive society.

8.1.2   **Promoting British Values:** As part of SMSC development, the school promotes British values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. These values are taught through classroom activities, school assemblies, and participatory events, such as School Council elections, where pupils actively engage in democratic processes.

8.1.3   **Encouraging Reflection and Self-Awareness:** Pupils are encouraged to reflect on their own beliefs, values, and behaviours, as well as those of others. Daily opportunities for reflection are provided through assemblies, form time, and class discussions, where pupils consider issues such as fairness, respect, and justice. This helps foster self-awareness and the ability to appreciate diverse perspectives. The behaviour policy identifies actions that require dedicated and supervised reflection time for pupils and these reflections are guided by the SLT team at lunchtimes

8.2   Building Positive Relationships Within the School

8.2.1   **Collaborative Learning and Peer Support:** Grange Primary encourages collaborative learning to help pupils develop strong interpersonal skills and learn how to work effectively with peers from different backgrounds. Group projects, peer mentoring, and buddy systems are used to

encourage positive relationships between pupils, promoting cooperation, mutual respect, and an appreciation of diversity.

8.2.2   **Student Leadership and Representation:** The school has an elected (annual elections) body of pupils from yrs 4-6 who function as a Student Council to to advocate for pupils and their wellbeing. Other student leadership programmes include the Young Ambassadors for Peace and the Playground Buddies. The Student Council seek to assure that school life operates according to the Grange values of Confidence; Consideration; Kindness; Humanity and Peace.

8.2.3   **Conflict Resolution and Restorative Approaches:** To foster good relations and resolve conflicts constructively, the school uses restorative practices. Pupils involved in conflicts or incidents of bullying are encouraged to engage in dialogue, understand each other's perspectives, and find mutually agreeable solutions. This approach helps reduce tension, repair relationships, and prevent future issues from escalating.

8.2.4   **Celebration of Achievements:** The school celebrates the achievements of all pupils, not just in terms of academic success but also in relation to social skills, kindness, and positive contributions to the school community. This includes weekly awards in assemblies, public recognition through newsletters, and displays showcasing pupil achievements, which reinforces a culture of respect and inclusion.

8.3   Engaging with Parents, Carers, and the Wider Community

8.3.1   **Parent and Carer Involvement:** Grange Primary actively engages parents and carers in fostering good relations within the school. Regular workshops, consultation events, and cultural celebrations provide opportunities for parents to share their views, contribute to school initiatives, and learn about how the school promotes equality and inclusion. Parents are also encouraged to volunteer in school activities, further strengthening community ties.

8.3.2   **Community and Faith Partnerships:** The school builds strong partnerships with local community groups, faith organisations, and charities to enhance pupils' understanding of the world beyond the school. These partnerships provide pupils with opportunities to participate in community service, attend interfaith events, and engage with organisations that promote diversity and inclusion.

8.3.3   **School Events and Celebrations:** The school organises a wide range of events and celebrations that promote cultural awareness, respect for diversity, and inclusion. Events such as cultural festivals, charity fundraisers, and themed weeks (e.g., Black History Month and International Week) encourage pupils, staff, and families to celebrate the richness of diverse cultures and identities.

8.4   Challenging Prejudice and Promoting Inclusivity

8.4.1   **Challenging Stereotypes and Prejudice:** Grange Primary School is committed to challenging stereotypes and tackling prejudice. Through lessons, assemblies, and awareness-raising campaigns, the school addresses issues such as racism, sexism, homophobia, transphobia,

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and ableism. Pupils are encouraged to critically examine stereotypes and reflect on their own assumptions, fostering an inclusive mindset.

8.4.2   **Inclusive Language and Resources:** The school promotes the use of inclusive language in all communications, ensuring that pupils and staff are aware of the power of language in shaping perceptions and relationships. Teaching materials, books, and displays are regularly reviewed to ensure they reflect diversity and avoid reinforcing harmful stereotypes. The curriculum includes diverse role models, stories, and historical figures to ensure that all pupils feel represented and valued.

8.4.3   **Promoting Peer Understanding:** To create a supportive and cohesive school community, the school fosters peer understanding through structured activities, cross-age mentoring, and peer-led initiatives. These activities provide opportunities for pupils to learn about each other's experiences, develop empathy, and build lasting friendships across different groups.

8.5   Addressing Incidents of Discrimination and Harassment

8.5.1   **Never Ignoring of Discrimination:** Grange Primary School has a never-ignoring policy for discrimination and harassment. Any incidents of discrimination, whether based on race, gender, disability, religion, or other protected characteristics, are taken seriously and addressed immediately in accordance with the Behaviour and Anti-Bullying policies.

8.5.2   **Support for Victims and Perpetrators:** The school provides appropriate support to both the victims of discrimination and the perpetrators. Victims receive pastoral care and guidance, while perpetrators are educated about the impact of their actions and may be required to participate in restorative justice processes. The aim is to repair relationships, educate, and prevent further incidents.

9   Accessibility Plan

Grange Primary School is committed to ensuring that all pupils, including those with disabilities or additional needs, can fully access the curriculum, school environment, and extracurricular activities. The school recognises its legal obligations under the Equality Act 2010 and is dedicated to providing an inclusive environment that accommodates the diverse needs of its pupils.

9.1   Physical Environment

9.1.1   **Accessibility of Buildings and Grounds:** The school will ensure that the physical environment is accessible to all pupils, staff, and visitors, including those with mobility issues or other disabilities. This includes:

- **Ramps and Entrances**: All entrances will be fitted with ramps and automatic doors where necessary to provide step-free access. Wherever this is structurally not possible, an alternative access route will be provided

- **Corridors and Classrooms**: Classrooms, hallways, and shared spaces will be wide enough to accommodate wheelchair users, and furniture will be arranged to ensure easy navigation. Wherever this is structurally not possible, an alternative accessible option will be provided

- **Accessible Toilets**: The school provides accessible toilet facilities equipped with grab rails and emergency pull cords for pupils, Staff and Visitors who require additional support.

9.1.2 **Outdoor Spaces:** Playgrounds, sports fields, and outdoor learning areas will be designed or adapted to ensure all pupils can participate in activities. This includes installing accessible pathways and modifying sports equipment when necessary.

9.1.3 **Ongoing Review of Premises:** The school will conduct regular audits of the physical environment to identify areas where further adjustments are needed to improve accessibility. This review will take place annually, with input from parents, pupils, and external experts where required.

9.2 Curriculum Access

9.2.1 **Adaptive Teaching:** Teachers are responsible for adapting their teaching strategies to ensure that all pupils, including those with disabilities or SEN, can access the curriculum. This includes providing alternative formats for learning materials, such as large print, braille, or audio recordings, and using assistive technologies when necessary.

9.2.2 **Support for Pupils with SEN:** The school's Special Educational Needs and Disability Coordinator (SENDCO) will work closely with teachers and external specialists and the Local Authority to achieve individual Education Health Care Plans (EHCPs) for pupils requiring these statutory plans and to follow these plans for the pupils who have them. These plans will detail the specific adjustments, resources, and teaching strategies required to meet each pupil's needs.

9.2.3 **Assistive Technology and Resources**: Grange Primary School will provide access to assistive technologies, such as laptops, voice recognition software, or alternative communication devices, for pupils who require additional support to engage with the curriculum. The school will regularly review and update its inventory of assistive technology to ensure pupils have access to the latest tools.

9.2.4 **Inclusive Teaching Practices:** Staff will receive ongoing training in inclusive teaching methods, including how to support pupils with a range of disabilities. This includes training in understanding sensory needs, promoting mental health, and using visual aids or

communication systems like Makaton or Picture Exchange Communication Systems (PECS) for non-verbal pupils.

9.3 Information Accessibility

9.3.1 **Accessible Formats:** The school will ensure that all important information, such as school newsletters, policies, and communications to parents, is available in accessible formats upon request. This includes providing documents in large print, braille, or audio formats and offering translated materials for families whose first language is not English.

9.3.2 **Digital Access:** Grange Primary School will maintain an accessible website that complies with web accessibility standards, ensuring that pupils, parents, and staff with disabilities can easily navigate and access essential information. This includes providing text alternatives for images, ensuring compatibility with screen readers, and offering simple navigation.

9.3.3 **Interpretation and Translation Services:** For families who require language support, the school will provide interpretation services during meetings and events and translate key documents where needed. This ensures that all parents, regardless of language barriers, can engage fully in their child's education and understand school policies and communications.

9.4 Extra-Curricular and Enrichment Activities

9.4.1 **Inclusive Extra-Curricular Activites:** The school is committed to ensuring that all pupils, including those with disabilities or SEN, have equal access to extra-curricular activities, including sports, arts, and clubs. Reasonable adjustments will be made to ensure these activities are inclusive, such as modifying equipment or providing additional staff support during activities.

9.4.2 **School Trips and Excursions:** All school trips and excursions will be planned with accessibility in mind. The school will ensure that venues are accessible and that transport arrangements are suitable for pupils with mobility or sensory impairments. Where necessary, additional staff or carers will accompany pupils to provide support during trips or alternative travel arrangements will be made as a last resort (taxis) wherever possible..

9.4.3 **Participation in Events:** Pupils with disabilities will be encouraged and supported to participate in all school events, including assemblies, performances, and sports days. This includes ensuring physical accessibility to venues and providing any necessary equipment or adaptations to enable full participation.

9.5 Monitoring and Review of the Accessibility Plan

9.5.1 **Annual Review Process:** The Accessibility Plan will be reviewed annually by the SLT, SENCO, and Governing Body to assess its effectiveness and identify areas for improvement. Feedback from pupils, parents, and staff will be incorporated into the review process to ensure the plan continues to meet the needs of the school community.

9.5.2 **Action Plans for Improvement:** Based on the findings of the annual review, the school will develop action plans to address any gaps in accessibility. These plans will outline specific steps, timelines, and resources needed to improve access to the curriculum, physical environment, and extracurricular activities.

9.5.3 **Comunication of Updates:** Any updates to the Accessibility Plan or related adjustments will be communicated to the school community through the website, newsletters, and staff meetings to ensure that all stakeholders are informed of changes that enhance accessibility.

10 Equality Objectives

Grange Primary School is committed to promoting equality of opportunity for all members of the school community. In accordance with the Equality Act 2010, the school sets specific and measurable equality objectives to address identified inequalities and promote an inclusive environment. These objectives are based on data analysis, feedback from stakeholders, and our continuous commitment to fostering a culture of respect and inclusion.

10.1 Objective 1: Maintain Awareness and Promote Positive Attitudes Towards Disability

10.1.1 **Rationale:** Data, pupil feedback and social context indicate that while the school is largely inclusive, there is always a need to further improve awareness and understanding of disabilities within the pupil body and the wider community. Promoting positive attitudes towards people with disabilities will ensure that pupils with disabilities feel fully included and respected and promote empathy and humanity for all.

10.1.2 **Aim:** To increase understanding and respect for people with disabilities, reducing any stigma or misunderstandings and promoting positive interactions between all pupils.

10.1.3 **Success Criteria:** In our annual survey (2024; 2025 and 2026) 95% of pupils will demonstrate positive attitudes towards people with disabilities, as measured through staff led surveys. Pupils will also engage in a 'different-ability' focused school event every year and the student council will make inclusion a focus of their work during the year.

10.1.4 **Actions:**

- **Annual Survey**: Conduct a survey each December from 2024 – 2026 to assess pupils' current understanding and attitudes toward disability.

- **Student Council project**: Student Council will select actions and set goals to promote inclusion

- **Disability Awareness Workshops**: In a cycle of 3 years , organise a series of workshops led by disability advocate/ organisations or peers to educate pupils about different types of disabilities and how to foster an inclusive environment.

- **School Events**: Host events such as a "Celebrating Differences" day or an Inclusion day, with activities like wheelchair sports or visual impairment simulations.

- **Curriculum Integration**: Ensure that the curriculum includes opportunities to learn about disabilities, such as through PSHE lessons, books featuring characters with disabilities, and assemblies highlighting disability awareness.

10.1.5   **Monitoring and Evaluation:** The SENCO and SLT and CC community Leader will monitor participation in disability-related events and activities, and report annually to Grange stakeholders to evaluate these initiatives and related pupil attitudes.

Student Council will prepare an end of year report for Governors relating to their initiatives and related pupil attitudes

10.2   Objective 2: Combat Bullying for All Protected Characteristics

10.2.1   **Rationale:** While Grange Primary School promotes inclusivity, it is important to continuously educate pupils about the significance of tolerance and respect for all protected characteristics, including race, religion, gender, gender identity, sexual orientation, and disability. Addressing discriminatory language, bullying, and fostering respect for diversity are key priorities.

10.2.2   **Aim:** To educate pupils about the importance of respecting all protected characteristics and eliminating the use of discriminatory language, including the misuse of terms related to sexual orientation.

10.2.3   **Success Criteria:** An annual analysis of all bullying related safeguarding logs will be conducted by the Grange Behaviour leader (a member of the SLT) and outcomes reported to Governing board to demonstrate that all bullying and racist and or discriminatory related concerns are investigated and that positive and restorative outcomes are achieved by the school affirming our commitment to respect and inclusion.

10.2.4   **Actions:**

- **Staff Ongoing and Dynamic Training**: Provide training for staff on how to recognise and address discriminatory language and behaviours in the classroom and playground.

- **Assemblies and PSHE Lessons**: Deliver assemblies and lessons focusing on the importance of tolerance, understanding protected characteristics, and the harmful impact of discriminatory language.

- **Staff will log all bullying, racist, discriminatory concerns** Using our safeguarding (Provision map electronic logging system) all staff will log concerns and outcomes and the Behaviour Lead will analyse annually and HT will deliver report to Governors

10.2.5   **Monitoring and Evaluation:** Annual report will be shared with the Governing Body as per this objective.

10.3   Objective 3: Reduce Fixed-Term Exclusions

10.3.1   **Rationale:** Data from previous years indicate that certain groups of pupils, particularly those from disadvantaged backgrounds or with SEN, are disproportionately represented in fixed-term exclusions. Grange Primary aims to create a positive learning environment that reduces the need for exclusions while maintaining a safe and inclusive school for all pupils.

10.3.2   **Aim:** To reduce the number of fixed-term exclusions by implementing restorative practices and targeted support for pupils who are at risk of exclusion, ensuring that all pupils have the opportunity to succeed in a positive learning environment.

10.3.3   **Success Criteria:** Annual analysis will demonstrate that fixed-term exclusions are rare, particularly among disadvantaged pupils and those with SEN

10.3.4   **Actions:**

- **Policy Review**: Review the Behaviour Policy to ensure it emphasises restorative justice practices and alternative disciplinary measures.

- **Restorative Practices Training**: Provide staff with training in restorative approaches to discipline, focusing on conflict resolution, mediation, and relationship-building.

- **Support for At-Risk Pupils**: Identify pupils who are at risk of exclusion and provide targeted interventions, such as behaviour support plans, mentoring, or counselling services.

- **Therapeutic Support**: Increase access to therapeutic services, including counselling and external support for pupils facing significant emotional or behavioural challenges.

- **Parental Involvement**: Engage parents in discussions about behaviour management, including strategies to support their children in making positive behaviour choices.

10.3.5   **Monitoring and Evaluation:** The SLT will monitor exclusion data termly, including breakdowns by gender, SEN status, and socio-economic background. Exclusion figures will be reported to the Governing Body, with action plans developed for any persistent disparities.

10.4   Annual Review of Equality Objectives

10.4.1   **Review Process:** The school's equality objectives will be reviewed annually by the Senior Leadership Team and Governing Body to assess progress and determine whether new objectives should be set. This process will involve consulting with pupils, parents, and staff, analysing data, and reviewing the impact of current initiatives.

10.4.2   **Feedback and Adjustments:** Feedback from surveys, School Council meetings, and parent consultations and additional forms of data collected will inform the review process. Any

necessary adjustments to the objectives or action plans will be made to ensure continuous improvement in promoting equality, diversity, and inclusion.

11 Monitoring and Review

11.1 Regular Monitoring of Equality and Diversity

11.1.1 **Pupil Data Monitoring:** The school will regularly collect and analyse data on pupil achievement, behaviour, attendance, and exclusions, broken down by protected characteristics (e.g., gender, ethnicity, disability). This data will be reviewed termly by the Senior Leadership Team (SLT) to identify trends, monitor disparities, and evaluate the impact of interventions. Specific focus will be placed on groups at risk of underachievement or exclusion, including pupils eligible for Pupil Premium and those with Special Educational Needs (SEN).

11.1.2 **Staff Monitoring:** Staff data related to recruitment, retention, promotions, professional development, and well-being will be monitored to ensure equitable opportunities for all employees. Analysis of staff data by gender, ethnicity, and other protected characteristics will help identify any imbalances or barriers and inform strategies for promoting diversity within the workforce.

11.1.3 **Incident Monitoring:** Records of incidents involving discrimination, bullying, or harassment will be maintained and reviewed regularly. The SLT will analyse these records to monitor patterns and assess the effectiveness of the school's response. This includes reviewing the effectiveness of restorative practices and any disciplinary measures applied.

11.1.4 **Curriculum and Teaching Monitoring:** The curriculum will be regularly reviewed to ensure that it reflects the principles of equality, diversity, and inclusion. Teachers will receive feedback on their implementation of inclusive teaching practices, and adjustments will be made where necessary to ensure that all pupils are able to fully engage in learning.

11.2 Annual Review of the Equality Policy

11.2.1 **Review Process:** The Equality Policy will be reviewed annually by the Senior Leadership Team and the Governing Body to ensure its relevance and effectiveness. This review will take into account data from pupil performance, behaviour, and staff well-being, as well as feedback from pupils, parents, and staff. Any changes in legislation or school demographics will also be considered.

11.2.2 **Stakeholder Involvement:** The review process will actively involve input from key stakeholders, including the School Council, parents, and staff representatives. Pupil surveys, parent consultations, and staff feedback will be used to assess the school's progress in promoting an inclusive environment and to identify areas for further improvement.

11.2.3 **Adjusting the Policy:** Based on the findings of the annual review, the policy will be updated as necessary to reflect new priorities, address emerging issues, or improve existing practices.

Updates may include changes to the equality objectives, adjustments to monitoring processes, or new strategies for promoting diversity and inclusion.

11.3 Reporting Process

11.3.1 **Governance Reports:** The Senior Leadership Team will provide termly reports to the Governing Body on the progress of the school's equality objectives, data on pupil outcomes, and any incidents of discrimination. These reports will include an analysis of progress made in closing achievement gaps, reducing exclusions, and promoting equality in staff recruitment and development.

11.3.2 **Public Reporting:** In compliance with the Public Sector Equality Duty, Grange Primary School will publish annual updates on the school website to inform the wider community about the progress made towards achieving the school's equality objectives. These updates will highlight key achievements, ongoing challenges, and future priorities.

11.4 Continuous Improvement

11.4.1 **Data-Driven Decision Making:** The school will use data from its regular monitoring processes to inform decisions and drive continuous improvement. This includes adjusting interventions, reallocating resources, and developing new initiatives to address any areas of inequality identified.

11.4.2 **Professional Development:** The findings from the monitoring and review process will be used to inform staff training and professional development. This includes addressing any gaps in knowledge or skills related to equality, diversity, and inclusion and ensuring that staff are equipped to meet the diverse needs of pupils.

11.4.3 **Responsive Action Plans:** Where areas for improvement are identified through the monitoring process, the school will develop action plans to address specific issues. These plans will include clear timelines, responsible parties, and measurable outcomes to ensure accountability and progress.

12 Communication of the Policy

To ensure the successful implementation of the Equality Policy, Grange Primary School is committed to effectively communicating its contents and objectives to all members of the school community. Clear communication ensures that pupils, staff, parents, and external stakeholders are aware of the school's expectations, values, and the processes in place to promote equality and inclusion.

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12.1   Communication to Staff

12.1.1   **Staff Induction:** All new staff members, including teaching and non-teaching staff, will receive comprehensive training on the school's Equality Policy as part of their induction process. This will include information on their roles and responsibilities, procedures for reporting discrimination or harassment, and the school's equality objectives.

12.1.2   **Ongoing Training and Development:** Existing staff will receive regular updates and refresher training on the policy during INSET days and staff meetings. This training will cover emerging issues in equality and inclusion, updates to relevant legislation, and strategies for promoting inclusive practices in the classroom and the broader school environment.

12.1.3   **Accessibility of the Policy for Staff**: The policy will be readily accessible to all staff via the school's internal network which includes the Staff Only Google drive. Staff will also be informed of any significant changes to the policy, ensuring they are always aware of their responsibilities and any new developments.

12.2   Communication to Pupils

12.2.1   **Classroom Discussions and PSHE Lessons:** Pupils will be introduced to key concepts within the Equality Policy through age-appropriate lessons and discussions, particularly within the PSHE curriculum. These lessons will emphasise the importance of respect, tolerance, and inclusion and will address topics related to equality, diversity, and discrimination.

12.2.2   **Assemblies and Workshops:** Regular assemblies will focus on equality, diversity, and inclusion, reinforcing the school's values and educating pupils on their role in maintaining an inclusive and supportive school environment. External speakers and interactive workshops will also be organised to promote awareness and engagement.

12.2.3   **Pupil-Friendly Versions:** A simplified, pupil-friendly version of the policy will be made available, ensuring that younger pupils can understand the key principles of equality and inclusion. The School Council will help shape the communication of the policy to ensure it resonates with all age groups.

12.3   Communication to Parents and Carers

12.3.1   **Policy Availability:** The full Equality Policy will be made available on the school's website and shared directly with parents and carers via newsletters or the school's parent portal. Printed copies will be made available upon request to ensure all families have access to the policy.

12.3.2   **Regular Updates:** Parents and carers will be kept informed of any updates to the policy or significant equality-related initiatives via the school's regular newsletters. This communication will highlight the school's commitment to fostering an inclusive environment and celebrate diversity-related achievements or events.

12.4 Communication to Governors

12.4.1 **Governor Review:** All governors will receive the school's Equality Policy and the legal framework underpinning it for review. This will ensure governors are aware of their role in monitoring the implementation of the policy and holding the school accountable for progress toward its equality objectives.

12.4.2 **Ongoing Communication:** The Senior Leadership Team will provide regular reports to the Governing Body on the progress of the school's equality initiatives, any updates to the policy, and relevant data related to pupil outcomes, staff diversity, and incidents of discrimination.

12.5 Communication to Visitors and External Stakeholders

12.5.1 **Clear Expectations for Visitors:** All visitors to the school, including contractors, volunteers, and external service providers, will be made aware of the school's commitment to equality and diversity. A summary of the policy, including the expectations for behaviour and conduct, will be available at the school's reception and shared as part of any formal visitor agreements.

12.5.2 **Inclusive Partnerships:** The school will ensure that partnerships with external organisations, including community groups and service providers, align with its commitment to equality and inclusion. External stakeholders will be encouraged to support the school's equality objectives and participate in diversity-related events or initiatives.

12.6 Accessible Formats and Support

12.6.1 **Accessible Formats:** To ensure that all members of the school community can access the policy, it will be made available in alternative formats, such as large print, braille, or translated versions for families whose first language is not English. Parents and carers will be informed of these options, and support will be provided to ensure they can engage with the policy fully.

12.6.2 **Support for Understanding:** For parents, carers, or pupils who may need additional support in understanding the policy, the school will offer guidance through in-person meetings or phone calls. Staff will be available to explain the key points of the policy and answer any questions.

12.7 Ongoing Review and Communication of Updates

12.7.1 **Policy Updates:** Any changes or updates to the Equality Policy will be communicated to all stakeholders promptly. Staff will be informed during meetings, and parents and carers will be notified via the school's communication channels (e.g., newsletters, website). Pupils will be introduced to changes during assemblies or PSHE lessons.

12.7.2 **Feedback and Consultation:** The school will regularly seek feedback from staff, pupils, parents, and governors to ensure that the policy is understood and effectively implemented. This feedback will be used to make necessary adjustments and ensure that communication about equality and inclusion remains clear and accessible to everyone.

13   Associated Policies

The Equality Policy is supported and reinforced by a range of other school policies that work together to promote a fair, safe, and inclusive environment for all pupils, staff, and stakeholders. These associated policies ensure that the principles of equality and inclusion are embedded throughout all aspects of school life.

13.1   Behaviour Policy

13.1.1   The Behaviour Policy outlines the school's expectations for pupil conduct, emphasising respect, kindness, and tolerance. It includes clear procedures for addressing misconduct, including incidents of discrimination, bullying, or harassment based on race, gender, disability, sexual orientation, or any other protected characteristic. The policy promotes restorative practices to resolve conflicts and foster a positive school culture.

13.2   Anti-Bullying Policy

13.2.1   The Anti-Bullying Policy provides a framework for preventing and addressing bullying in all its forms, including physical, verbal, cyber, and relational bullying. It explicitly addresses bullying related to protected characteristics, such as homophobic, racist, and ableist bullying. The policy details the procedures for reporting, investigating, and resolving incidents, ensuring a never-ignoring approach to bullying.

13.3   Special Educational Needs and Disabilities Policy

13.3.1   The SEND Policy outlines the school's approach to identifying, supporting, and making provision for pupils with special educational needs and disabilities. It ensures that all pupils have equal access to the curriculum and school activities, with personalised learning plans and reasonable adjustments made to meet individual needs. The policy aligns with the school's commitment to inclusivity and advancing equality of opportunity for pupils with SEN.

13.4   Safeguarding and Child Protection Policy

13.4.1   The Safeguarding and Child Protection Policy ensures the safety and well-being of all pupils by providing guidelines on protecting children from harm, neglect, and abuse. The policy outlines the responsibilities of staff and the procedures for identifying and responding to safeguarding concerns. It includes a focus on protecting vulnerable pupils, including those with protected characteristics, ensuring they are safe from discrimination and harm.

13.5   Admissions Policy

13.5.1   The Admissions Policy sets out the school's commitment to fair and non-discriminatory admission practices, in line with statutory requirements. It ensures that all applications are considered fairly, without prejudice based on race, gender, disability, or any other protected

characteristic. The policy is designed to promote inclusivity and ensure that all families have equal access to the school's educational opportunities.

13.6 Accessibility Plan

13.6.1 The Accessibility Plan outlines the school's commitment to ensuring that the physical environment, curriculum, and extracurricular activities are accessible to all pupils, staff, and visitors, particularly those with disabilities. It includes specific actions to remove barriers to access, such as the provision of ramps, assistive technology, and alternative formats for communication.

13.7 Complaints Procedure

13.7.1 The Complaints Procedure provides a clear and accessible process for raising and resolving concerns or complaints related to equality, discrimination, or any other aspect of school life. The procedure ensures that complaints are handled in a timely, fair, and transparent manner, with appropriate actions taken to resolve issues and prevent recurrence.

13.8 Staff Code of Conduct and Staff Handbook

13.8.1 The Staff Code of Conduct and the Staff handbook sets out the expectations for professional behaviour among all staff, including their responsibilities to promote equality, diversity, and inclusion. It includes guidelines on treating all pupils, colleagues, and members of the community with respect and dignity, and on challenging discriminatory behaviour. The Code of Conduct reinforces the school's commitment to fostering an inclusive and respectful working and learning environment.

14 Legislation and Guidance

Grange Primary School's Equality Policy is underpinned by key legislation and statutory guidance that provide the legal framework for promoting equality and preventing discrimination. This section outlines the relevant laws and guidance that the school adheres to, ensuring that its practices are compliant with national standards.

14.1 Equality Act 2010

14.1.1 The **Equality Act 2010** is the primary piece of legislation that consolidates and strengthens previous anti-discrimination laws. It provides protection against discrimination, harassment, and victimisation based on nine protected characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. Under this Act, the school is required to:

- **Eliminate discrimination**, harassment, and victimisation.

- **Advance equality of opportunity** between those who share a protected characteristic and those who do not.
- **Foster good relations** between people from different backgrounds.

14.2 Public Sector Equality Duty

14.2.1 Under the **Public Sector Equality Duty** (part of the Equality Act 2010), Grange Primary School must have due regard for 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.

14.2.2 The school fulfils this duty by setting and reviewing measurable equality objectives, monitoring outcomes, and embedding equality principles throughout its practices and policies.

14.3 Special Educational Needs and Disability (SEND) Code of Practice (2015)

14.3.1 The **SEND Code of Practice** provides statutory guidance for schools on supporting pupils with special educational needs and disabilities. It ensures that pupils with SEND have access to a broad and balanced curriculum, with reasonable adjustments made to accommodate their needs. The school follows this guidance to:

- Identify pupils with SEND early.

- Provide tailored support through Individual Education Plans (IEPs).

- Work closely with parents, carers, and external agencies to ensure the best outcomes for pupils with SEND.

14.4 The Education and Inspections Act 2006

14.4.1 The **Education and Inspections Act 2006** places a duty on schools to promote community cohesion and tackle discrimination. Grange Primary School works to fulfil this duty by:

- Promoting understanding and tolerance through the curriculum and school events.

- Encouraging pupils from different backgrounds to interact and collaborate positively.

- Addressing any behaviour or actions that undermine community cohesion.

14.5 The Human Rights Act 1998

14.5.1 The **Human Rights Act 1998** protects the fundamental rights and freedoms of individuals. The school ensures that the rights of pupils, staff, and stakeholders are respected, including the right to freedom from discrimination, the right to education, and the right to freedom of thought, conscience, and religion. These principles are embedded in the school's policies and practices to ensure that all members of the school community are treated with respect and dignity.

14.6 The Children and Families Act 2014

14.6.1 The **Children and Families Act 2014** includes provisions that improve the way services support children, particularly those with SEND. The Act ensures that children with SEND receive the necessary support to achieve their potential and participate fully in school life. Grange Primary School adheres to this Act by:

- Ensuring pupils with SEND have access to high-quality support.

- Working with parents and carers to create Education, Health, and Care Plans (EHCPs) where necessary.

- Promoting the well-being and inclusion of all pupils with SEND.

14.7 Ofsted Framework (2021)

14.7.1 The **Ofsted Education Inspection Framework (2021)** places a strong emphasis on equality, diversity, and inclusion in schools. It assesses how well schools promote equality of opportunity, eliminate discrimination, and foster good relations among pupils. Grange Primary School's commitment to equality is reflected in its curriculum, teaching practices, and school environment, aligning with Ofsted's criteria for creating a supportive and inclusive school.