



# **Grange Primary School**

## **Be Great; Be Grange**

Learning together. Respecting each other. Achieving our potential.

## **Equality information and objectives**

**April 2022-September 2024**  
**To be Reviewed and renewed**  
**(including targets) for**  
**September 2024**

### **School policy statement on Equality and Community cohesion**

At Grange Primary School, Harrow we have a deep commitment to fairness and equality in everything that we do.

- We aim to ensure that everyone is treated fairly and with respect.
- We work hard to ensure that the school is a safe and secure environment for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support and adaptation is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in making decisions, for example through talking to our staff, pupils and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences harassment, victimisation, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.
- We operate Equal Opportunities policy in terms of Recruitment and Pay and Staff rights

We welcome our general duty and responsibility under the Equality Act 2010 to have due regard to the need to eliminate discrimination; to advance equality of opportunity; and to foster good relations.

We also welcome our specific duties to publish information 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 or disadvantages.

We recognise and celebrate our continuing duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain ethnic and cultural backgrounds
- pupils who are supported by the pupil premium funding
- pupils who are disabled and/or who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

For more information about our work on equalities at Grange Primary School, Harrow please contact:

Mr Kerbel (Grange Head teacher) or Ms Watson (Deputy Head teacher) (Grange Designated Safeguarding Lead and Pupil Premium Champion)

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## **Part 1: Information about the pupil population**

Number of pupils on roll at the school:

**521 as at May Census 2022**

### **Information on pupils by protected characteristics**

The Equality Act 2010 protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

**Disability**

The Equality Act 2010 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: 0 (physical disabilities), 0 (profound & multiple learning difficulty) and 18 children with EHCPs.

There are pupils at our school with different types of disabilities, including:

- Visual impairment
- Physical disability
- Autistic spectrum
- Profound learning difficulties
- Speech and language difficulties
- Emotional and behavioural difficulties

<b>Pupil Special Educational Needs (SEN) Provision May 2022 Census</b>		
	<b>Number of pupils</b>	<b>Percentage (%) of school population</b>
No Special Education Need	434	83%
SEN support	69	13%
EHCP	18	3%

<b>Ethnicity May 2022 Census</b>			
	<b>Percentage (%) of school population</b>		<b>Percentage (%) of school population</b>
<b>Asian</b>		<b>White</b>	
Bangladeshi	1.4%	British	3.3%
Chinese	0.4%	Irish	0.2%
Indian	7.7%	Traveller of Irish heritage	0.7%
Pakistani	5.4%	Gypsy/Roma	0
Other Asian heritage	36%	Other White background	19.4%
<b>Black</b>		<b>Mixed</b>	
African	5.8%	Mixed White and Asian	1.3%

Other African	2.3%	Mixed White and Black African	1.34%
Caribbean	1.2%	Mixed White and Black Caribbean	2.11%
Other Asian	0	Other Mixed background	3.45%
<b>Other ethnic group</b>	5.4%		

<b>Information not obtained or refused</b>	2.7%
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<b>Gender</b>	<b>Number of pupils</b>	<b>Percentage (%) of school population</b>
Male	256	49.14%
Female	265	50.86%

### **Religion and belief**

<b>Religion</b>	<b>Percentage (%) of school population</b>
Buddhist	0.77%
Catholic	0.39%
Christian	21.88%
Church of England	0.58%
Hindu	13.25%
Jain	0.2%
Jewish	0%
Muslim	53%
No Religion	3.5%
Sikh	0.77%

## **Gender identity or reassignment**

- We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment.
- Although it is rare for pupils to undergo a process of gender reassignment, when this happens it will always be treated with care and sensitivity.
- We recognise that people who are undergoing a process to reassign their gender may experience discrimination and harassment.
- Our behaviour policy promotes safety for all groups of pupils, regardless of gender identity.
- We will always tackle any incidents of transgender bullying whether these are directed at pupils, teachers and other members of staff, parents and carers, or transgender people in the community.

## **Sexual orientation**

- We do not collect data on the sexual orientation of our pupils.
- We take seriously any incidents of homophobic bullying and use of homophobic language, such as use of the word 'gay' used as a pejorative.
- Our behaviour policy promotes safety for all groups of pupils.
- We support pupils to develop the skills to be confident, respectful and tolerant learners through the PSHE curriculum and how we provide for children's Spiritual, Moral, Social and Cultural development

## Information on other groups of pupils

Ofsted inspections look at how the education provided by a school supports the learning and progress of different groups of pupils who attend the school.

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

<b>Pupil with English as an additional language (EAL) as at May 2022 Census</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage (%) of the school population</b>
Number of pupils who speak English as an additional language (last audit Jan 2022 census)	172	199	371	71.21%
Number of pupils who are at an early stage of English language acquisition (last audit Jan 2022 census)	26	24	50	9.74%

May 2022 Census	<b>Total</b>	<b>Percentage (%) of the school population</b>
Number of pupils known to be eligible for free school meals	170	32.63%
Number of Pupils who are Pupil Premium (ever 6 or EY PP)	180	34.55%

## Part 2: The public sector equality duty

The information provided in this section shows how we are meeting the public sector equality duty. We are required to have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- Foster good relations** between people who share a protected characteristic and people who do not share it.

The information below is a summary of how we have due regard to the need to **eliminate discrimination, harassment and victimisation**. Please contact us if you would like to see copies of any of our school policies.

- We are aware that under the Equality Act 2010 it is unlawful to discriminate, harass and victimise a person because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity or sexual orientation.
- Training will be provided for our governing body on the Equality Act 2010. When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school behaviour policy and a school anti-bullying policy that has clear procedures for dealing with prejudice-related bullying incidences
- Our home-school agreement sets out the standards of behaviour we expect from all pupils, including respect for others.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have a special educational needs policy that outlines the provision the school makes for pupils with disabilities and special educational needs.
- Our accessibility policy increases the extent to which all pupils can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils.
- Our admission arrangements aim to be fair and comply with legal requirements (see admissions section below).
- Our complaints procedure sets out how we deal with any complaints relating to the school.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.
- We have a staff handbook and we have a code of conduct that sets out the standards of professional behaviour expected from all members of staff.

## Admissions

The Funding Agreement (Para 2.25 to 2.39) sets out our obligations in relation to admissions as part of the process of becoming an Academy.

The statutory admission policy follows Harrow model policies and is available on our website.

The Governing Body continually monitors and reviews the school's admission arrangements to ensure that they are compliant with the School Admissions Code, as well as being fair and non-discriminatory.

The schools' admission policies and processes are fully in line with the School Admissions code.

The School will ensure that an Independent Appeals Panel is set up when the need arises. It will further ensure that its Independent Appeal Panel is trained to act in accordance with, the School Admissions Code and School Admission Appeals Code published by the DfE (the "Codes") and all relevant admissions law as they apply to foundation and voluntary aided schools, and with equalities law.

The School will comply fully with Harrow Council's In Year Fair Access Protocol, and will continue to comply with the School Admissions Code.

All schools are required to act in accordance with all relevant provisions of the Admissions Code and the School Admissions Appeals Code and further that the school admissions framework is intended to ensure that the Academy's admissions system is fair to all children regardless of race, ethnicity, gender or ability and the school Admissions Code prohibits admission authorities from disadvantaging children from any particular social or racial group or those with disabilities or special educational needs.

These principles and constraints apply to Grange Primary School, Harrow

As part of Admissions we encourage any parents who have children with disabilities to meet with the Inclusion Lead (SENCO) to ascertain their needs and how the school will plan to integrate their child with the help of liaison with staff prior to the child starting.

The following pages provide information on how we have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals including groups of pupils or staff with protected characteristics.

## Disability

### How we advance equality of opportunity:

- We support disabled learners and staff by meeting their individual needs.
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils.

We have ramps in every corridor and our building is wheelchair friendly.

We have an inclusion lead and work closely with Harrow council to access therapies. We value mental health and have 2 therapists (1 for 1 day per week and 1 for 2.5 days per week) In addition we have a Cams therapist who works with Parents and families relating to issues of anxiety. We also have speech and language therapists who come in weekly and work with a number of children including children with selective mutism. We also pay for Harrow Horizons which entitles us to an afternoon of art therapy. In addition we have an inclusion team who work with teachers and educators to review and update ongoing personalised learning plans for any child with barriers including disability. In this manner, we involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf. To that end we conduct annual Parent and Staff and Pupil surveys and follow up feedback through meetings and conversations and actions.

### How we foster good relations and promote children's spiritual, moral, social and cultural development:

- Our school lives and stands for diversity
- We have weekly PSHE lessons that follow the Jigsaw mindfulness program and actively celebrates difference
- HT assemblies focus on character development and the language we use focusses on making positive choices of strong and empathetic character
- Our school promotes the spiritual, moral, social and cultural development of all pupils by helping pupils to learn about disability issues and develop positive attitudes towards people with disabilities.
- We continuously review our curriculum to ensure that it supports all pupils to understand, respect and value difference and diversity, and ensure it has positive images of disabled people.
- We celebrate different cultures and religions and this year so far have held a Harvest festival, raised money communally for BBC Children in Need, celebrated Diwali Week, Black History month, hosted our own farm for 3 days, welcomed a day of reptiles and meerkats interaction, hosted owl days with visits from live owls, celebrated Martin Luther King day with whole school dream tree planting ceremony, held a peace tree planting ceremony, held a Muslim call to prayer memorial for Christchurch explanatory service and will be holding a Sri Lanka Christian solidarity service. We also celebrated Chinese New Year with dance workshops and had a brilliant Spanish week including Spanish storytelling, a pop-up restaurant and flamenco dancing. We hold frequent poster competitions
- We have run assemblies focusing on Inclusion and Equality.
- We hold weekly phase assemblies that celebrate achievement and positive attitude
- We produce a weekly newsletter with a message from the Headteacher and celebration of events – available on our website under the heading 'News'.

- We tackle any bullying or harassment including on the basis of special education need or disability. Our Behaviour Leader is the Deputy Headteacher is visible and present within the School to take the lead in matters related.

## **Ethnicity and race (including EAL learners)**

### **How we advance equality of opportunity:**

- We track and set goals to improve the attainment and progression rates of particular groups of pupils including Pupil Premium children - this is monitored on a half-termly basis in a cycle of pupil progress meetings.
- We identify and address barriers to the participation of particular groups in learning and other activities. In particular we work with vulnerable families to assist them for example in enrolling their child in a secondary (transition) The Parent teacher Association arranges events specifically to include Parents coming to England from abroad. We are at the early stages of introducing 'Parent ambassadors' particularly those who speak different languages and we have trained our school councillors as young interpreters and buddies for new children arriving within the year
- We are continuously developing particular initiatives to tackle the motivation and engagement in learning of particular groups including social skills groups and other small group interventions including in music , PE, tournaments and football reward time at the end of the day
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups – Parents volunteer with helping in running our library and gardening club and also run a successful annual Easter egg treasure hunt and a School disco.
- We link with groups, organisations and projects in the local community. We have participated in BBC Children in Need and fundraised through laps of the school playground for sports relief. We are also holding a cricket match between staff/parents and pupils to raise funds for the 'pennyappeal' for Sri Lanka.

### **How we foster good relations and promote children's spiritual, moral, social and cultural development:**

- Our school ethos is focused on promoting the spiritual, moral, social and cultural development of all pupils. Our ethos directs us towards valuing Diversity as a source of richness and strength. We uphold the British values of Liberty, Law, Democracy and Respect and we place Character Development at the heart of our curriculum
- We continuously review our curriculum to ensure that it supports all pupils to understand, respect and value difference and diversity.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures. We have trips visiting places of worship and celebrate faiths and cultures in our school.
- We ensure that the curriculum in our school challenges racism and stereotypes and that as teachers and educators, we practice tolerance and respect and do not accept discrimination or stereotyping.
- We organise celebrations and special events such as our Womens World Cup 2019 Football Tournament Opening Ceremony .
- We run assemblies to mark special events such as Black History Month and Refugee Week.
- The curriculum is supported by resources that provide positive images that reflect the diverse communities of modern Britain and we displayed messages from Staff with their messages for Christmas, Diwali and their Black History Hero. Children read these messages and are able to experience respect being modelled by our staff

- The school has a profound Behaviour Education Policy which we are developing and a designated Behaviour Leader supported by a Behaviour mentor leader and a team of Staff aiming for inclusion and improvement in self-regulation ensuring that any bullying or harassment is tackled, including on the basis of race, ethnicity and culture.

## **Gender**

### **How we advance equality of opportunity:**

- We monitor the attainment of all our pupils including by gender to ensure that no group is inadvertently held back in particular we wish to promote equal opportunity and self-belief for girls.
- We take a "Which boys? Which girls?" approach to address underachievement: neither boys nor girls are treated as homogeneous groups.
- We set targets to improve the attainment and rates of progress of all children and where appropriate or necessary we set targets for particular groups of boys and girls. Although we strive to find ways to motivate all groups including reluctant writers, we actively do not stereotype and encourage the interests of pupils. Our wide range of books that we read with the children are selected to demonstrate these values of empathy, tolerance and non-stereotyping.
- We are identifying and addressing barriers to learning through the Student Council who discuss issues and strive to improve the school. Yr 6 girls have set up a feedback structure to improve school dinners and we conduct informal and formal pupil surveys.
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.
- Our website celebrates our ethos and the provision in the school and encourages parents to be involved with the learning of their children
- Children have produced posters which are up around the school promoting gender

### **How we foster good relations and promote children's spiritual, moral, social and cultural development:**

- The school has a daily act of worship which includes routine times for reflection at the start of the day focussing upon Gratitude. This takes different formats in each phase group according to age-appropriate measures.
- We ensure we respond to any bullying including of a sexist or sexual harassment nature in line with school policies on behaviour and bullying.
- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- We aim to ensure the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.
- The school has an SRE policy which is currently being consulted on. We have held 2 parent consultation sessions and also 2 sessions of Parents workshops from the designers of the SRE curriculum we will be using. We will be teaching SRE as RSE within the PSHE curriculum in the Summer Term of each year with the emphasis upon Respect and Tolerance and enabling children to make positive, healthy choices in their best interests as they grow and develop.

## **Religion and belief**

### **Summary information**

- The school is a diverse school with those of different faiths, cultures including those of Humanist beliefs
- The school has a Diversity Champion (Our Inclusion Lead) and a diverse and passionate staff that actively seeks to find opportunities to learn and respect faiths and cultures and promote opportunities for respectful and positive intercultural and inter-faith links for the children of the school.

### **How we advance equality of opportunity, foster good relations and promote children's spiritual, moral, social and cultural development:**

- The school has weekly PSHE lessons at the heart of its curriculum and weekly HT assemblies that focus on character development especially 'celebrating Difference'
- Year 6 children will be working with Yr 1 children in a legacy project facilitated by our resident artist provided by the Artists in Residence (AIR) programme
- The school is participated in the Tate Yr 3 Britain-wide art project
- Our daily worship celebrates gratitude for life and empathy for humanity and appreciation for the wonderful potential of being alive
- Our curriculum supports pupils to be tolerant and respectful of other beliefs, as well as exploring shared values helping to challenge prejudice.
- We tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, such as antisemitism and Islamophobia.
- We celebrate being part of British culture and community, such as supporting Team GB and include within that, the multicultural diversity of Britain and particularly London as a community. A community of which we are proud to be part of.
- A highlight of recent times at our school has been the Christchurch Memorial service which had 100+ of our Pupils and Staff answering the Muslim call to Prayer and 200+ members of our KS2 Staff and Pupils standing quietly and respectfully in solidarity. Staff of different faiths including Jain religion and Hindu religion and Staff of no organised religion faith spoke with emotion and dedication, candles were lit in memory of the victims and a choir of children sang the Nasheed, a song of devotion to the Godly ways of peace and harmony.

### **Part 3: Our equality objectives**

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

#### **Equality objective 1:**

**To improve awareness of, and encourage positive attitudes towards disability and people with disabilities in the school and the wider community.**

**Success Criteria: By September 2024 pupil surveys and School Council feedback will indicate that 95% of pupils show positive attitudes towards disability and from the feedback gained from the survey, we will continue to work to maintain and develop this positive attitude and assess what work we have done to convert the 5% who had not indicated positively.**

**Working towards this objective:**

- Baseline survey to be conducted by July 2022
- Student Council project and feedback and survey by December 2022
- Visit from Disability champions by April 2023
- House-points day with Different Ability focus including blindfold challenges, sign language decoding; wheelchair basketball and racing; Pictionary team challenges
- A celebrating Difference Party Day
- Pupil survey July 2023

Baseline Survey	Outcome	Impact Statement
Student Council Project		
Disability Champion Visit		
Housepoints Inclusion Day		
Celebrating Difference Party		
Pupil Attitude Survey		

### Equality objective 2:

**To educate towards true tolerance and eradicate any discrimination or disrespect against any one of the protected characteristics**

**We wish to eradicate all Homophobic bullying and in particular any use of the term 'Gay' as a pejorative and encourage members of our School Community to feel safe and positive in their own identities whichever form that takes and to respect and tolerate the choices of others. In other words practising and upholding the British values of Liberty and Law and Respect.**

**Success Criteria: By January 2023 pupil surveys and School Council feedback will indicate that 95% of pupils commit to not using the term 'Gay' pejoratively and are able to express their tolerance and respect by signing up to our Grange Equal Humanity Equality Pledge and by July 2023 we will be able to show what work we have done to maintain this positive attitude and what work we have done to convert the 5% who had not indicated positively.**

### Working towards this objective:

- Staff and Governor project to agree and formulate the Grange Liberty and Law Equal humanity Equality Pledge by December 2022
- Staff and Pupil Survey January 2023
- April 2023 Grange Equal humanity Equality Pledge signing Ceremony Day
- Pupil and staff survey July 2023

The Grange Leadership Equality Pledge Formulation	Outcome	Impact Statement
Pupil Survey		
Respect Ceremony Day		
Pupil Survey		

### Equality objective 3:

**To reduce the number of fixed term exclusions over 3 years from 2021-22 to 2023-24 inclusive. We wish to find ways for all our pupils to succeed whilst keeping all pupils and staff safe and able to learn and teach within a positive, safe environment.**

**Success Criteria: By July 2024 our School exclusion data will indicate that number of learning sessions lost and number of pupils with FT exclusions have reduced.**

### Working towards this objective:

- Review of Behaviour policy with reduction of Fixed Term exclusions without compromising a safe and positive whole-school learning environment
- Staff debrief and planning after each circumstance of Fixed Term Exclusion
- A commitment to Restorative processes after each exclusion
- Investment in a dedicated Behaviour mentor role at the school
- Investment in therapy opportunities
- Investment in dual registration with the Helix provision when needed

Review of Behaviour policy aspect of Exclusions	Outcome	Impact Statement
TAC (Team around Child) annual review of process (re debriefing – effective ; did it happen always)		
Annual Commitment to Restorative Processes with Staff		
Annual review of Behaviour Mentor Role		
Annual review of therapy provision available		
Annual review of Reduced / Alternative timetables and dual registration		

