



Vision

Our children will reach their maximum potential through high standards in teaching, learning and leadership. We will provide a caring, inclusive learning environment where everyone is valued and respected and prepare our children to become valuable members of the wider global community.

“Our vision is to create a school community where every child participates, excels and takes pride in their achievements...”

Mission Statement

The Grange Community Primary School allows everyone to participate by:

- Providing a welcoming, safe, happy school where everyone is respected and listened to; a school where we take pride in ourselves and our achievements, enabling all children to become confident and successful learners.
- Striving to be the hub of our local community and an integral part of our society; building and joining communities locally and beyond.
- Being a partner in the education of our pupils and being committed to working in partnership with our parents and wider community.

The Grange Community Primary School encourages everyone to excel by:

- Working for the highest possible standards of achievement and behaviour in a stimulating environment.
- Valuing independence, developing a deeper level of learning and providing a curriculum which enables our pupils to become active citizens of the future.
- Endeavouring to be a centre for outstanding teachers, where quality leadership is extended to professionals in other schools and where the staff are committed to their own learning journey and the sharing of quality practice.

The Grange Community Primary enables everyone take pride in their achievements by:

- Encouraging everyone to do their very best.
- Developing a love of learning inspired by quality teaching.
- Building and developing upon individual strengths and talents.

Contents

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governors are Angela Badger and Sarah Preston They will:

- Meet with the designated member of staff for equality termly and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated members of staff for equality B Boswell and J Williams will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor termly to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

As of September 22, new staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

The Equality Objectives of The Grange Primary School have been identified by the school in order to take action against all forms of inequality and to address all forms of disadvantage and discrimination wherever it may exist.

- Raise the achievement of Boys in all subjects across the school in order to close the gender gap.
- Ensure that the achievement (progress) of children from vulnerable and disadvantaged families (Pupil Premium) improves further and maintains that improvement so that it is in line with or above that of all non-disadvantaged children.
- Promote the understanding of and respect for difference within the school and its community.
- Ensure equality of access to all aspects of our curriculum and school provision (buildings and extended services)

Objective	Main Actions	Lead Person	Timescales	Evidence of Impact
Raise the achievement of Boys in all subjects across the school in order to close the gender gap.	<ul style="list-style-type: none"> • Data and test level analysis to identify key issues for boys' achievement in all subjects • Progress Meetings track attainment and next steps for teaching and learning. • Monitoring by LiLT and Core Subject Leads identifies strengths and development points to improve provision for boys 	HT DHT	July 2024	<p>Records of Progress Meetings and monitoring</p> <p>Data: in-school and end of AP3</p>

<p>Ensure that the achievement (progress) of children from vulnerable and disadvantaged families (Pupil Premium) improves so that it is in line with or above that of all non-disadvantaged children.</p>	<ul style="list-style-type: none"> • Data and test level analysis to identify key issues for Pupil Premium group. • Progress Meetings track attainment and next steps for teaching and learning. • High quality interventions in place with clear timelines and evaluations to ensure impact. • Pupil Premium plan is reviewed at least annually to ensure impact of budget on attainment 	<p>Strategic Lead for Pupil BB and AB</p>	<p>July 2025</p>	<p>Records of Progress Meetings, intervention evaluations and monitoring</p> <p>Data: in-school and end of KS2</p>
<p>Promote the understanding of and respect for difference within the school and its community.</p>	<ul style="list-style-type: none"> • All curriculum and policy review will refer explicitly to our equality policy and statement and reflect the school's ethos. • Behaviour policy and systems promote respect for differences and equality. • Assemblies, school events, visits and visitors reflect the whole community and British values. • Planned community/ parent participation in surveys and consultations e.g. SRE consultation. • Picture News resources to be used every week • Ensure high quality provision and resources in PSHE/ RE/ SCARF lessons which develop and challenge understanding of difference and equality in the community and wider world. • Expectations and monitoring of the learning environment and resources to ensure that it reflects the community including book choices, SEND provision and achievement. 	<p>DD</p> <p>CAFO</p> <p>Inclusion Lead JW</p>	<p>July 2025</p>	<p>Low or reducing incidents of racism/ discriminatory behaviours</p> <p>Curriculum map/ planning</p> <p>Policy and practice which reflect consistent approach to school ethos and equality</p> <p>Consultation outcomes</p>
<p>Ensure equality of access to all aspects of our curriculum and school provision</p>	<ul style="list-style-type: none"> • Disability and Accessibility Plan is in place and reviewed regularly. • Survey of after school clubs and family learning to ensure being accessed by all groups in the school including Pupil Premium, SEND. Action plan to improve accessibility and focus where required. • Subject Leads review and update resources to ensure equality of access e.g. PE equipment. 	<p>HT</p> <p>SBM</p>	<p>July 2025</p>	<p>Disability and Accessibility Plan</p> <p>Extended school records/ tracking</p> <p>Subject Lead budget tracking/ action plans</p>

9. Monitoring arrangements

The Headteacher will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

This document will be reviewed by The Full Governing Body at least every 4 years.

This document will be approved by The Governing Body

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

Signed:

A rectangular box containing a handwritten signature in black ink. The signature appears to read "Nigel Gedge".

Date: 27th July 2023