Grange Park Primary School Equality Objectives 2022-2025

Protected characteristics	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	Race equality policy, Data on admission, Termly reports on racial incidents to LGB, Low number of reported racial incidents, Ofsted reports, DHT Leaders track all incidents	Celebration of differences, Assemblies, School policies, Value differences	Celebration of differences, Assemblies, Good links with parents, School policies promote equality, Job descriptions for staff, School ethos, School displays promote diversity, School values
Disability	School policies, Inclusive practice,s Feedback from parents/questionnaires, Termly reports to LGB, Assessment data, Purchase additional resources-auxiliary equipment, Adaptations to the building	School policies, Raising attainment, Tracking progress	Good links with parents, Assemblies, progress meetings, School ethos, School displays promote diversity.
Gender	Admissions process, Recruitment process, Gender equality scheme, Tracking data	Recruitment process, School policies, Raising attainment boys in English	Good links with parents, Assemblies School ethos
Gender reassignment	Inclusive practices, Admissions process, Recruitment process, Equality policy	Celebration of differences, School policies, Value differences, Review of practices	Good links with parents, Admissions process, School ethos
Pregnancy and maternity	Policy for expectant parents, Reasonable adjustments in place to support, Regular meetings, Risk assessment	Continue good practice Paternity leave	Following policy, Continue to make reasonable adjustments to ensure they are supported at work School ethos
Age	Employment/recruitment process	Recruitment process	Recruitment process School ethos
Religion and belief	Admissions procedures, Employment documents Balance of staff employed	Celebration of differences, Curriculum Assemblies	Celebration of differences, Curriculum Assemblies, Good links with parents, School ethos, School displays promote diversity
Sexual	School policies, Inclusive practices, Admissions	Celebration of differences, School	Good links with parents,Admissions process, School

orientation	process, Recruitment process, Equality policy	policies, Value differences, Review of practices	ethos

Objective	Action to be taken	By Whom	Timescale	Impact
To ensure that all groups of pupils have good attendance, as a result of increased engagement in their learning, so that they can make improved progress	Attendance Officer in place within the school Senior leader who has a strategic responsibility School employ the EWO Clear policy and procedures in place regarding attendance (including in relation to COVID) Termly reports to governance regarding attendance	Attendance Officer Deputy Headteacher Headteacher Senior Leaders Headteacher	On -going On -going On -going On -going On -going	Attendance across the school has improved and persistent absence has decreased. Clearer procedures allow for parents to have a greater understanding of the importance of attendance. Ofsted noted the improvement in attendance and absence.
To narrow the gap between attainment and progress in English and Mathematics of pupils who are on the SEND register and their peers	Increase the number of SEN pupils working at the expected standard for their age. Monitor the achievement of SEN pupils. Plan and deliver interventions to address gaps in learning as identified through on-going assessment. Ensure appropriate training is rolled out throughout the year to support teachers in the delivery of teaching and learning for SEN pupils.	Senior Leadership Team, Middle Leaders, Teachers, Support Staff.	Weekly CPD organised by the Senior Leadership Team Termly progress meetings. Termly achievement and progress data reported to LGB. Termly monitoring visits by the LGB/ELT.	Teaching and learning observations demonstrate a range of ways to meet the needs of SEN pupils (use of resources, differentiated planning, focus groups, key vocab etc). Clear progress in pupils' books identified through book scrutiny.

	Monitor provision of resources. Develop rigour of identification, assessment monitoring, evaluation of provision and outcomes of SEN pupils.			
To narrow the gap between attainment and progress in English and Mathematics at of pupils who are on the EAL register and their peers	Increase the number of EAL pupils working at the expected standard for their age. Monitor the achievement of EAL pupils. Plan and deliver interventions to address gaps in learning as identified through on-going assessment. Ensure appropriate training is rolled out throughout the year to support teachers in the delivery of teaching and learning for EAL pupils. Monitor provision of resources. Develop rigour of identification, assessment monitoring, evaluation of provision and outcomes of EAL pupils.	Senior Leadership Team, Middle Leaders, Teachers, Support Staff.	Weekly CPD organised by the Senior Leadership Team Termly progress meetings. Termly achievement and progress data reported to LGB. Termly monitoring visits by the LGB/ELT.	Teaching and learning observations demonstrate a range of ways to meet the needs of pupils with EAL (use of resources, differentiated planning, focus groups, key vocab etc). Clear progress in pupils' books identified through book scrutiny.