

Grange Park Primary School Equality Objectives 2025-2029



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 admissions; Termly reports on racial incidents to LGB; Tracking by DHT Leaders; Monitoring exclusions by ethnicity; Ofsted reports.	Staff CPD on racial literacy; Curriculum audit for representation; Raising attainment initiatives; Use of diverse texts/resources;	Celebration of differences (assemblies, culture weeks, Black History Month); Strong parent links; Diverse displays; School values and ethos promoting respect.
Disability	Inclusive practice; Termly SEND reports to LGB; Feedback from parents; Assessment and progress data; Reasonable adjustments and building adaptations; Bullying logs by SEND.	Purchase of auxiliary aids/equipment; Targeted interventions; Staff training in SEND and trauma-informed practice; Curriculum adapted for accessibility.	SEND parent forums; Assemblies; School Parliament input; Inclusive displays; Peer awareness sessions (e.g. Autism Awareness Week).
Gender	Gender Equality Scheme; Admissions and recruitment processes; Monitoring of attainment/exclusions by gender.	Strategies for raising attainment (e.g. boys' writing groups); Staff training on gender bias.	Assemblies; Curriculum representation; School council voice; Parent partnerships; Ethos promoting equality.
Gender reassignment	Inclusive practices; Admissions and recruitment processes free from bias; Equality policy; Anti-bullying procedures.	Staff CPD on inclusive language/pronouns; Curriculum review for LGBTQ+ inclusion; Monitoring incidents of transphobic bullying.	Assemblies; Celebration of diversity; Parent/community engagement; School ethos promoting respect.
Pregnancy and maternity	Risk assessments; Adjusted duties for staff; Policy for expectant parents; Regular meetings.	Paternity/maternity leave support; Phased return procedures; Support for pupils as young carers.	Staff handbook guidance; Reasonable adjustments promoted; Regular wellbeing check-ins.
Age	Recruitment policies free from age bias; Compliance with employment law.	Age-balanced workforce; Opportunities for CPD at all stages of career.	Intergenerational projects with community/elderly groups; Curriculum links across age groups; School ethos of respect.
Religion and	Admissions policy free from faith discrimination;	Curriculum RWVE coverage; Staff CPD on	Assemblies celebrating world faiths; Community

belief	Employment documents; Monitoring incidents of religious prejudice.	faith sensitivity;	faith leader links; Parent engagement; Inclusive displays.
Sexual orientation	School policies; Inclusive practices; Recruitment processes; Anti-bullying procedures (logs for homophobic bullying).	Curriculum representation (Jigsaw PSHE); Staff CPD on LGBTQ+ inclusion; Pupil voice surveys.	Celebration of diversity; Parent/community links; Assemblies and displays reflecting diversity; Ethos of respect and safety.

Objective	Action to be taken	By Whom	Timescale	Impact
To increase the visibility of underrepresented groups in the curriculum, library, and learning environment so that all children regularly see themselves and others positively reflected.	<p>Curriculum and book regularly monitored by subject leader and ALs to identify representation gaps.</p> <p>Subject leaders to ensure diverse texts and resources are embedded in planning and teaching resources.</p> <p>Library stock updated regularly to reflect protected characteristics.</p> <p>Displays reviewed to ensure inclusivity.</p>	Subject Leaders, ALs, Reading Lead, DHT/EDI lead	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>November and</p>	<p>Children regularly see themselves and others positively reflected</p> <p>Pupil voice shows increased sense of belonging and representation</p> <p>Curriculum documentation evidences diversity</p> <p>Evidence of an inclusive learning environment.</p>
To reduce the attainment gap in reading, writing, and maths for children eligible for Pupil Premium and those with SEND, with progress measured against national benchmarks and internal baselines	<p>Track PP/SEND attainment termly.</p> <p>Deliver targeted interventions (catch-up groups, precision teaching, tutoring).</p> <p>Allocate PP and SEN funding strategically.</p> <p>Share best practice through staff CPD.</p>	SENCO, PP Lead, ALs, Class Teachers	<p>Termly</p> <p>On-going</p> <p>September</p> <p>On-going</p>	<p>Attainment gap narrows year-on-year</p> <p>PP/SEND pupils achieve closer to national benchmarks</p> <p>Progress data shows improved outcomes</p> <p>Governors/Trust see impact of funding.</p>

	Regular reports to LGB/Trust.		Termly	
To strengthen prevention and response to incidents of racism, misogyny, and other forms of discrimination through staff training, pupil education, and consistent reporting systems.	<p>Deliver annual staff CPD on anti-racism, misogyny, and prejudicial behaviour.</p> <p>Embed pupil education through PSHE, assemblies, and circle time.</p> <p>Review incident data termly at SLT/LGB.</p>	SLT, DHT/Behaviour Lead, PSHE Lead, All Staff	<p>By end of spring 1 2026</p> <p>On-going</p> <p>Termly</p>	<p>Reduction in incidents over time</p> <p>Improved pupil and staff confidence in reporting</p> <p>Increased consistency in staff responses</p> <p>Pupil surveys show improved feeling of safety and inclusion.</p>
To ensure equitable access to leadership roles and pupil voice groups (e.g. school parliament, playground leaders) for pupils from all backgrounds, including those with SEND. This will include an annual audit of representation, adjusted recruitment/selection processes (e.g. accessible applications, staff encouragement for underrepresented groups), and tracking improvements year on year	<p>Audit representation of leadership roles annually.</p> <p>Review recruitment/selection processes (simplify applications, staff encouragement).</p> <p>Targeted encouragement for underrepresented pupils.</p> <p>Monitor participation and adjust strategies.</p>	DHT/Personal Development lead, Wellbeing team, class teachers	<p>End of autumn term</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Increased participation of SEND/PP/EAL pupils in leadership roles</p> <p>Leadership roles reflect school demographics</p> <p>Pupil voice shows greater inclusivity and fairness</p> <p>Governors see improved equity in pupil leadership data.</p>