

Grange Primary School



Equality and Diversity Policy

September 2023

Belong

Believe

Achieve

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1. Aims

The Equality Act 2010 replaces all of the previous anti-discrimination acts and regulations which went before it and brings all of the requirements together in one place.

Under this Act schools have **two** duties

Schools have a general duty to:

- a) **eliminate** discrimination, harassment and victimisation on the basis of any of the protected characteristics
- b) **advance** equality of opportunity between people who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between people who share a relevant protected characteristic and persons who do not share it.

They also have a specific duty

- to **publish information** which shows how they are meeting their general duty (outlined above). This must be updated annually
- to **prepare and publish** one or more specific and measurable objectives in pursuit of the duties above (to be reviewed every four years)

The following are protected characteristics

- Age
- Disability
- Ethnicity and race
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Religion and belief
- Sexual identity and orientation

Grange Primary School Statement on Equality

Grange Primary School is committed to equality both as an employer and a service-provider. We aim to make sure that no-one experiences harassment, 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 are committed to:

- Ensuring that everyone is treated fairly and with respect.
- Making our school a safe, secure and stimulating place for everyone.
- Consulting and involving people from different groups in our decisions, for example, through talking to pupils and parents/carers and through our Junior Leaders.
- Recognising that people have different needs and that promoting equality will involve addressing those needs rather than treating everyone the same.

We welcome the emphasis in the Ofsted inspection framework on the requirement for leaders to promote equality of opportunity and diversity, resulting in a positive school culture, working together to prevent discriminatory behaviour.

We welcome our duty under the Equality Act 2010 which requires us to publish information that demonstrates that we 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.

This statement meets our specific duty to publish information every year which sets out how we are doing this.

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

School Community	Responsibilities
Governing Body	The Governors will involve and engage the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitor progress towards achieving equality objectives. Publish data and publish equality objectives. Ensure that staff have access to appropriate training and resources
Head Teacher	Work with Governors in promoting key messages to staff, parents, and pupils about equality and what is expected of them and can be expected from the school in carrying out its day-to-day duties. Ensure that all in the school community receive adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents
Senior Leadership Team (SLT)	To support the Head Teacher as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents using CPoms.
Teachers	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Record, report and respond appropriately to prejudice-related incidents using Cpoms.
Support Staff Non-teaching staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Head Teacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Record, report and respond appropriately to prejudice-related incidents using

	Cpoms.
Parents/Carers	Embrace and promote the inclusive nature of the school and the local community. Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Children	Support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Head Teacher on how children and parents/carers, staff and the wider school community can be expected to be treated. Report prejudice-based incidents to a trusted adult. Embrace and promote the inclusive nature of the school and the local community.
Local community	informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

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.

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) by following a strict no-tolerance behaviour policy towards discriminatory acts
- 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:

- Analyse the data referenced above 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

We further promote inclusion by:

Training

- Annual Safeguarding training (September 2023)

Record keeping and monitoring

- We keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We keep a record of prejudice related incidents and bullying.
- We keep a record of exclusions pertaining to the above

Curriculum

- Contains highly positive and memorable experiences and rich opportunities that contribute to pupils' spiritual, moral, social and cultural development. For example, pupils take part in the London Thames Festival, Southwark Splash, children visiting local places of interest, School productions at Christmas and across the year, School concert for children learning to play musical instruments.
- By using the PSHE programme (Jigsaw) we ensure we include a broad range of areas of study within Citizenship, PSHE and Well Being Education, to eliminate discrimination, harassment and victimisation. For example, working on the Values in Practice programme across the school, weekly assemblies with PSHE themes and a focus on attendance, regular circle time sessions in class.
- Uses culturally diverse and rich texts in class teaching including LGBT+ friendly texts that celebrate difference in all forms. Our
- Encourages children to think about the world in which they live and to broaden their understanding of others' beliefs, cultures and faiths. For example, celebrating different faiths through focus RE days in class, assemblies which celebrate religious festivals and significant events in different faiths.
- Promotes British Values of **democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs**. This is evidenced by the school's ethos, circle time, events such as Cultural days, assemblies on significant events in the news, philosophy sessions, behaviour expectations and the monitoring of behaviour.
- Makes use of historical role models which challenge stereotypes. Examples include the celebration of Black history month, LGBT history month; children learned about individuals who had significantly impacted on our history; the use of a range of texts which promote understanding of different family types and races.
- Includes special events including Diversity Day, Anti bullying week.

Engagement/consultation

- We have a vibrant Junior Leaders group which represents the profile of our school population and ensures that pupils have a direct voice to discuss matters that relate to their concerns and overall well-being. Junior Leaders meet fortnightly and works on

whole school improvement priorities as well as sharing ideas and thoughts in all areas of school improvement.

- We have a successful strategy for engaging with our parents and carers, including those who might traditionally find working with the school difficult. This is evidenced by the recently established 'PTA' who are working on developing their voice within the school, contributing ideas towards school improvement and raising money for charity and school funds; use of parental surveys to improve our practice and communication with parents, meet the teacher meetings at the beginning of the year followed by termly meetings with parents to discuss children's attainment, progress and targets; events such as 'World food day' and 'Winter fair' to bring the school community together; termly class assemblies and end of year celebration assemblies to communicate learning events and successes with parents.

Disability

We are committed to working for the equality of people with disabilities

Please see Accessibility Plan, SEN Information statement and policy for supporting children with medical needs

What are we doing to eliminate discrimination, promote equality of opportunity and foster good relationships

- We support learners with disabilities by meeting their individual needs, through meeting with parents and carers with specialists to draw up individual support plans. These needs are then cascaded to all staff who come into contact with the child to ensure their needs are fully met (more about this can be read in our school's SEN information report).
- Regular staff training includes a focus on inclusion needs. For example, dyslexia training for TAs, Epipen training for all staff, First aid training for TAs, Focused intervention training for teachers and TAs provided either internally, by the school Nurse, the Local Authority or by external professionals
- Expectation that teachers plan for all pupils considering the learning needs of all children including those with social emotional needs as well as academic.
- Intervention provision includes play therapy, Lego therapy, speech and language therapy as well as targeted support for individuals with learning and emotional needs.
- Children with disabilities are supported and enabled to take part in all school events, trips and sports days.
- We use assemblies and curriculum resources to provide positive images and perceptions of people with disabilities e.g. Paralympian.
- In planning any maintenance and refurbishment we consider 'general' adjustments which may be needed for pupils with disabilities 'generally'. Examples are developing the provision for changing facilities, considering access to the school building and classrooms for pupils and visitors

Ethnicity and Race (Including EAL learners)

We are committed to working for the equality of people from different ethnic and racial backgrounds

What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

- Gaps in achievement for children by ethnic breakdown are identified and steps are taken to address this. Pupil progress meetings are used to discuss any areas of concern.
- Special events such as: Carnival, International day, multicultural food festival, termly class assemblies and school Christmas and end of year productions and sports days which help to promote community cohesion and pupil's understanding of different cultures and ethnic backgrounds.
- Curriculum visits in the local community and central London. For example, children visiting the Science Museum, a walk around the local area, a park visit.
- Learning environment expectations ensure the representation of cultures and languages that reflect the ethnicities across our schools.
- The use of high quality, rich and diverse texts as a stimulus for learning and bring a wide range of ethnicities into the curriculum and classroom.
- The teaching and sharing of a wide range of culturally rich and wide-ranging world music during music lessons and singing assemblies including songs from all corners of the globe.

Gender

We are committed to championing the equal rights of all pupils, regardless of gender.

What are we doing to eliminate discrimination, promote equality of opportunity and foster good relationships

- Steps taken to address barriers to the participation of boys and girls in activities. Staff actively encourage children to challenge gender stereotypes.
- We have ensured the curriculum interests both boys and girls. The Early Years (EYFS) curriculum is based on exploring the interests and preferences of all children. Topics are selected to motivate and interest. For example, year 5 work on 'Space'.
- There is an expectation that scientists, leaders discussed represent all genders.
- Through assemblies and PSHE lessons, we have looked at positive, non-stereotypical images of men and women, girls and boys. Learning environment displays reflect both genders.

Religion and Belief

At Grange Primary School we are committed to working for equality for people based on their religion, belief and non-belief. We respect the religious beliefs and practice of all staff, pupils and parents and we comply with reasonable requests relating to religious observance and practice.

What are we doing to eliminate discrimination, promote equality of opportunity and foster good relationships

- The PSHE curriculum (which is supported by using the JIGSAW program) supports pupils to build their sense of identity and belonging, which help them flourish within their communities as citizens in a diverse society.
- We promote inclusion for all our faith groups in all parts of the curriculum.
- We have had special assemblies, displays, talks and sharing of experiences and customs around significant festivals.

- School trips take place to a wide range of religious buildings and all children are actively encouraged to take part regardless of religious belief.
- Children all participate in RE lessons which teach children to respect and value the religion of others and to foster good relations between religious groups. Added to this the festivals and celebrations of a wide range of religions are marked in assembly and children are all encouraged to share their experiences with each other.

Sexual Identity and Orientation

We are committed to advancing the equality of people whatever their sexual identity or orientation and promoting good relationships among them.

What are we doing to eliminate discrimination, promote equality of opportunity and foster good relationships

- Use of teaching and learning curriculum resources to provide positive examples as well as images of differing
 - family set-ups including families with same-sex parents
 - sexual orientation
 - gender identity
- The curriculum supports all pupils to understand, respect and value differences in sexual orientation, gender identity and non-traditional family structures and challenges stereotypes and discrimination.
- The curriculum supports all pupils to understand, respect and value difference and diversity and ensure that the curriculum challenges racism and stereotypes. There has been an increased focus on texts that challenge stereotypes. All sectors of the school community are encouraged to come together in their classes and as a whole school to celebrate the differences that we have and to mark these as our collective strength.
- Assemblies and circle times have been used to work on eliminating homophobic, biphobic and transphobic bullying/harassment/name calling on the basis of sexual identity and orientation. Year 6 drama workshops tackling homophobia have also been held.
- The presence of a non-gender specific uniform policy.
- Arrangements are in place to support pupils with gender identity issues including the availability of gender-neutral toilet and changing facilities and the use of the preferred pronoun for any pupil.
- Arrangements in place to support pupils undertaking gender re-assignment including the use of the preferred pronoun of any pupil and the flexibility to dress as the preferred gender through our non-gender specific uniform policy.

Additional measures to eliminate discrimination, promote equality of opportunity and foster good relationships

- All elements of our curriculum are open to all children including peripatetic music sessions and school trips regardless of economic circumstances. Financial support is available if this is needed to ensure equality of opportunity for all families.
- Where there are concerns from parents regarding the teaching of any particular protected characteristic, we seek to work with parents to support them in understanding

the need for us to teach children the values of acceptance and celebration of difference in all areas of our community.

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:

- Adapting our curriculum to promote the inclusive nature within the school. We aim to provide children a curriculum which is engaging, relatable and inspiring for the children to remain curious learners who embrace the opportunities presented to them to learn more about other cultures and beliefs. 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 which celebrate inclusiveness and discuss 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

7. Equality considerations in decision-making

Grange 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

8. Equality objectives

Objective 1

Close the attainment gap (Year on year over the next 3 year) between SEN (Support) pupils and other pupils in Reading, Writing and Maths

Success criteria

The gap between the attainment of SEN (support) pupils and the rest of the school cohort will narrow and the results will be more in line with those nationally. Pupils with SEN (Support) will achieve higher attainment in reading, writing and maths

Time frame

Three years with a year on year improvement across the whole school.

Key actions to meet this objective

- Continued quality first teaching for all pupils
- Ensuring that targeted interventions meet the needs of SEN (support) pupils to ensure that they are meeting their targets and closing the gaps in knowledge.
- Detailed provision mapping to meet the needs of key pupils
- Regular review of provision to ensure that changes are made where needed, without delay.
- Accountability of class teachers to SENCo with regard to children with SEN
- Regular assessment of pupils during the whole school assessment cycle.
- The use of specialists such as Speech and Language therapist and Play therapists to meet the needs of specific children and to support progress in learning.

Objective 2

Promote and enhance community cohesion with a sense of shared belonging in the school and its surrounding neighbourhood.

Success criteria

Good relations will be fostered within all groups of the community and a greater sense of cohesion will be present within the school and surrounding areas. Parents will feel involved in and aware of changes and key events in the school and will feel that their culture, home and family are recognised and celebrated equally.

Time frame

Over the next three years (the duration of this action plan) and beyond

Key actions to meet this objective

- The creation of an active and engaged PTA which reflects the ethnic and culturally diverse profile of families within the school.
- Whole school events calendar including assemblies which recognise key celebrations from all major religions
- The inclusion of a rich and diverse curriculum which celebrates different cultures and beliefs
- The inclusion and promotion of British Values within our curriculum including explicit coverage in both PSHCE and Philosophy teaching.
- Holding whole school cultural and diversity events such as the International Day, Mental Health awareness day and Carnival day
 - Weekly Parents into Reading sessions in EYFS and KS1 where parents are invited in to read with children. During this time parents can share a wide range of culturally diverse texts with children as these will be shared within the curriculum too.

Objective 3

Ensure that the participation in after school clubs, extra-curricular activities (e.g. peripatetic music) and residential trips accurately reflects the gender and ethnic profile of the school

Success criteria

Participation in clubs and all extra-curricular activities will accurately represent and reflect the school demographic. No sector of the school community will be underrepresented in these activities and our aim of equality for all pupils will be visible and achieved. The family background of any pupil will not be a barrier to any aspect of school life.

Time frame

Over the next three years (the duration of this action plan) and beyond

Key actions to meet this objective

- Actively promote all additional clubs and trips with all sectors of the community and for teachers/ family services officer to individually approach any “hard to reach” families to ensure that they are aware of the opportunities available, the benefits and the support available to ensure that their child can access these.
- To offer practical support in applying for clubs as well as preparing for these activities where needed.
- To consider (where possible) any financial support / advice that may be available to assist families in accessing any activity where payment is required.

Objective 4

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year.

Success criteria

- Equal opportunities to be promoted throughout the recruitment process
-

Time frame

Over the next three years (the duration of this action plan) and beyond staff.

Key actions to meet this objective

- Provide Senior Leaders and governors appropriate training
- Adapt application form
- Ensure that the recruitment process is transparent and as fair as possible.

9. Monitoring arrangements

This document will be reviewed by the headteacher and governing body at least every 4 years.

This document will be approved by governing body

Complaints:

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy

and procedures. This is available online from our school website, and by request from the school office.

This policy is available: Online via the school website <https://grange.southwark.sch.uk/>

10. Links with other policies

This document links to the following policies:

- School Behaviour Policy
- Anti-bullying and harassment (this includes: cyber-bullying and prejudice based bullying)
- Special Educational Needs Information Statement
- Complaints Procedure - sets out how we deal with complaints relating to our school.
- Staff discipline and grievance
- Computing & E-safety Policy
- Teaching and Learning Policy
- Relationship and Sex Education Policy
- PHSE and Wellbeing Policy
- Accessibility Plan 2023-2026