# EQUALITY STATEMENT AND OBJECTIVES

# 2023 -2027

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|---|---|
| Policy review cycle | Annually |
| Next Policy review date | September 2026 |

**Grange Park Primary School**
**Equality Statement and Objectives**

**Equality Statement September 2026 (reviewed annually)**

**At Grange Park Primary School we are committed to:**

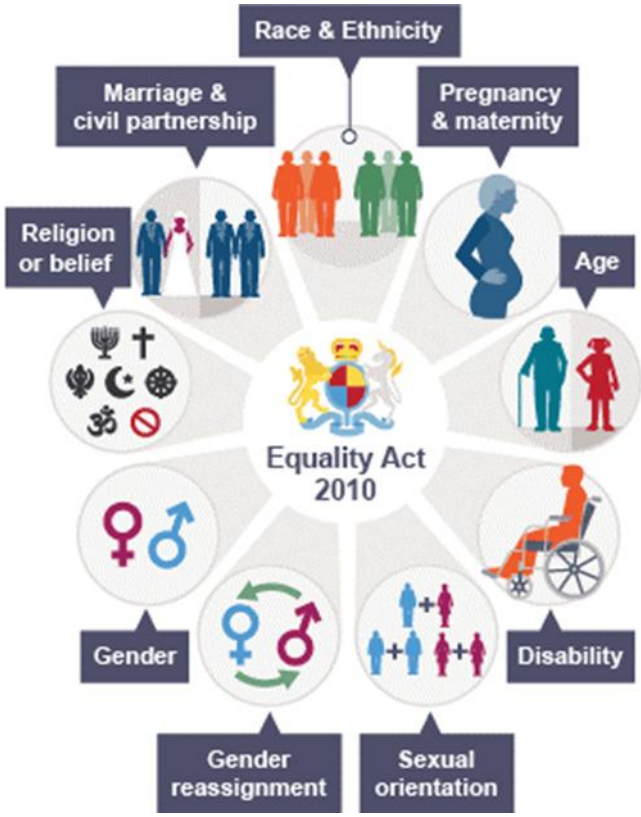
- promoting equality of opportunity
- eliminating discrimination and harassment
- valuing diversity and promoting positive relationships
- providing an inclusive education which enables all pupils to develop their full potential
- meeting the requirements of the Equality Act 2010.

## Diversity

At our school diversity means acknowledging that there are differences between people that should be recognised, respected and celebrated. We promote respect of each other's differences and identities. We celebrate and raise awareness of diversity in the school and in the wider community and believe that teaching children about diversity prepares them for life in modern Britain.

## The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination legislation with a single Act. The Equality Duty is set out in section 149 of the Act. It replaces the three previous public sector equality duties – for race, disability and gender – and covers the following protected characteristics:



**We ensure that we have due regard to the need to:**

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act
- advance equality of opportunity between people who share a characteristic and those who don't
- foster good relations between people who share a characteristic and those who don't.

The Governing Body will ensure that, in the cycle of policy reviews, policies and practices are scrutinised to identify the effects they have on individuals or groups of people in relation to equality.

Our school aims to be an inclusive school. We actively seek to include all our children in our school community. We do not exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children and we make this a reality through the attention we pay to the different groups of children within our school with consideration of the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership (but only in respect of eliminating unlawful discrimination)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

**Values and Beliefs**

We are an inclusive school where pupils, parents, staff, governors, the local authority and local services work in partnership to meet the needs of the community. We celebrate the positive contribution made by different social, ethnic and linguistic groups.

**Our core values are:**

Kindness
Respect
Aspirations
Positivity
Cooperation
Honesty
Resilience

**Staff and governors demonstrate our values and commitment to equality by:**

- ensuring acceptable behaviour,
- responding to incidents and complaints in a proactive way,
- providing access to services, facilities and information,
- recruiting and employing people fairly,
- meeting specific needs.

The Equalities policy outlines the commitment of the staff, pupils and governors of Grange Park Primary School to ensure that equality of opportunity is available to all members of the school community. For our school, this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Grange Park Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their sex, race, disability, religion or belief, sexual orientation, age, gender re-assignment or any other recognised area of discrimination including pregnancy and maternity.

**School in Context**

Number of pupils on roll at the school: 474
Age of pupils: 3 to 11

Grange Park Primary School is a larger than average primary school in Telford. The school catchment includes one of the most deprived wards in the borough and faces considerable socio-economic challenges; the catchment is amongst the bottom 13% most deprived neighbourhoods in the country as shown by the Income Deprivation Affecting Children Index. The two biggest areas of deprivation challenge facing our children and families with are income (bottom 7% in England) and crime (bottom 8% in England), with CCE, CSE and county lines being the main focus for contextualised safeguarding.
Although most pupils are of White British heritage, 25% of our pupils speak English as an additional language. The percentages of children eligible for free school meals is above the average Nationally and for the Borough.
In September 2026, one children was in care, two children were on the child protection register, nine children were on a Child in Need plan and eight children in families subject to Early Help Assessment and Early Help Support Plan procedures. However, these figures are constantly changing.
The percentages of children eligible for free school meals is above the average for the borough. In September 2026,167 children were entitled to PPG (39%). 137 children (31%) were on the school's SEN register,19 with an Education, Health and Care Plan (EHC Plan). However, these figures are constantly changing.

**Ethos and Atmosphere**

At Grange Park Primary School, the leadership of the school community demonstrates mutual respect between all members of the school community.

- There is an openness of atmosphere which welcomes everyone to the school
- All within the school community are prepared to challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.
- All pupils are encouraged to greet visitors to the school with friendliness and respect.
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities

**Monitoring and Review**

Grange Park Primary School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

**We collect and analyse a range of equality information for our pupils/students:**

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

**As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:**

- Attendance
- Exclusions and truancy
- Racism, disablism, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in After School Activities and Learning Activities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Grange Park Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of

all sections of the community in order to respect and respond to the diverse needs of our population.

**Information may be collected regarding**

- Applicants for employment
- Staff profiles
- Governing body profiles
- Training events

**Learning and Teaching**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, learning and teaching will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

**Learning Environment**

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school places a very high priority on the provision for special educational needs and disability. We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The school provides an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning

- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage when appropriate

**Curriculum**

At Grange Park Primary School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles

**Resources and Materials**

The provision of good quality resources and materials within Grange Park Primary School is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

**Language**

We recognise that it is important at Grange Park Primary School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

**Provision for Bi-lingual Pupils**

At Grange Park Primary School, we undertake to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners
- Pupils who use first language effectively for learning

**Personal Development and Pastoral Guidance**

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils

- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

**Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to male and female staff at all key stages where possible
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- Access to opportunities for professional development is monitored on equality grounds

**Staff Recruitment**

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

**Partnerships with Parents/Carers/Families and the Wider Community**

We will work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school.
- Setting up, as part of the schools' commitment to equality and diversity, a group made up of all stakeholders of the school community. This has been/will be developed to support the school with matters related to its equalities duties
- Members of the local community are encouraged to join in school activities
- Exploring the possibility of the school having a role to play in supporting new and settled communities

**Roles and Responsibilities**

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy

- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All members of the school community have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality

**Commissioning and Procurement**

Grange Park Primary School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process. All contractors will be provided with relevant information on expectations while on school property.

**Equality Objectives 2023 - 2027**

At Grange Park Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:-

**Objective 1: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.**

**Objective 2: To raise levels of progress and attainment in core subjects for all groups, particularly for vulnerable and disadvantaged learners.**

**Objective 3: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.**

**Next Review September 2028**