



## E-ACT The Grange School Equality Objectives 2023 - 2026

As a public organisation, under The Equality Act 2010 we are required to;

- Publish information to show compliance with the Equality Duty. This is via our Trust Equality Policy
- Publish Equality Objectives which are specific and measurable.

and 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

Our Equality Objectives are:

1. **Provide an environment that welcomes, protects, and respects diverse people.**
2. **Ensure that all students are given the opportunity to make a positive contribution to the life of the school.**
3. **Address cultural events through the curriculum to increase student awareness and understanding of issues in different communities.**
4. **Actively close gaps in attainment and achievement between students and all groups of students; especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.**



- 5. Promotion of cultural understanding and awareness of different religious beliefs, ethnicities, sex, and disability related issues**
- 6. To promote mental health awareness and develop appropriate interventions where necessary.**
- 7. Continue to improve accessibility across the school site for pupils, staff, and visitors with disabilities**
- 8. To continue to develop positive social behaviours that enable all to feel included and safe.**
- 9. To continuously review and revise the curriculum so that it represents a diverse culture and society and encourages tolerance and respect.**
- 10. To ensure all our stakeholders understand our inclusive ethos both for our local and wider community.**

E-ACT The Grange School is an inclusive school, where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality, and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

- 1. All learners are of equal value**
- 2. We recognise and respect difference**
- 3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging**
- 4. We observe good equalities practice in staff recruitment, retention, and development**
- 5. We aim to reduce and remove inequalities and barriers that already exist**
- 6. We have the highest expectations of all our children**

We ensure that our pupils are exposed to and taught about all protected characteristics through our curriculum. The objectives below are our priorities for the next 3 years.

Our Academy equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Objective	Rationale/Existing Data	Action/Intervention	Progress	Outcomes
To promote tolerance and mutual respect of protected characteristics (race, religion, gender and sexual orientation).	<p>CCA Data Behaviour Data and Logs</p> <p>Rationale: This objective helps the school meet its legal duty under the Equality Act 2010 to foster good relations and eliminate discrimination. It supports Ofsted's requirements to promote equality, respect, and prepare pupils for life in modern Britain by encouraging fundamental British values.</p> <p>By promoting tolerance and respect, the school creates a safe, inclusive environment where all pupils feel valued, reducing bullying and exclusion. Teaching these values early helps children develop empathy and positive attitudes that shape how they relate to others throughout life. Ultimately, this objective reflects the school's commitment to fairness, kindness, and inclusion, ensuring every child can thrive academically and socially.</p>	<p>Equality Act is embedded within school practice and policies</p> <p>Tolerance and Mutual Respect of Protected characteristics are promoted through local and national initiatives; for example, Black History Month, Asian Heritage Month, Religious festivals, International Women's Day and Pride</p> <p>Community members who identify as a protected characteristic are made to feel welcome within our local community</p>	<p><b>Year 3:</b></p>	

<p>To ensure that all pupils (with disadvantaged pupils being a focus) can fully access the curriculum, including our extra-curricular provision.</p>	<p>Review of existing data and attendance data</p> <p>Rationale: Fairness: Every child deserves equal access to learning and opportunities, regardless of background.</p> <p>Better Outcomes: Full access boosts attainment, engagement, confidence, and aspirations.</p> <p>Effective Use of Pupil Premium: Funding should remove barriers and broaden experiences.</p> <p>Whole-School Benefit: Inclusive provision strengthens overall school culture and performance.</p>	<p>Ensure Inclusive, High-Quality Teaching</p> <p>Adapt teaching to meet diverse needs using scaffolding, not simplification.</p> <p>Use regular assessment to identify gaps and provide timely interventions.</p> <p>Remove Barriers to Learning and Participation</p> <p>Identify and address financial, emotional, or practical barriers (e.g. uniform, resources, transport, confidence).</p> <p>Offer subsidised or free access to clubs, trips, and wider opportunities through effective use of Pupil Premium.</p> <p>Proactively Encourage and Monitor Participation</p> <p>Personally invite and support disadvantaged pupils to engage in enrichment.</p> <p>Track and analyse participation and progress, then respond where access is unequal.</p> <p>Engage Families as Partners</p> <p>Build strong relationships with</p>	<p><b>Year 3:</b></p>	
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		<p>families to understand needs and encourage involvement.</p> <p>Communicate clearly and offer practical help to support access.</p> <p>Create a Broad, Culturally Inclusive Offer</p> <p>Ensure curriculum and extra-curricular activities reflect a wide range of interests, cultures, and abilities.</p> <p>Regularly review and adapt provision based on pupil voice and engagement data.</p>		
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<p>To improve attendance for SEN (Special Educational Needs) pupils across the Academy, to be broadly in line with National Average.</p>	<p>Data: Attendance Data and SEND Data</p> <p>Rationale: Improving attendance for SEN pupils is essential to ensure they have equal access to education and the full benefits of school life. SEN pupils often face unique challenges that can affect their ability to attend regularly, such as health issues, anxiety, or difficulties with the school environment.</p> <p>By closely monitoring attendance data, the school can identify patterns and intervene early before absence becomes persistent. Engaging families</p>	<p>Monitor and analyse attendance data for SEN pupils regularly to identify issues and track progress.</p> <p>Engage with families early to understand barriers and provide tailored support, including personalised attendance plans.</p> <p>Collaborate with SENCOs and external specialists to address SEN-related challenges affecting attendance.</p> <p>Create a positive, inclusive school environment by training staff and promoting belonging to encourage regular attendance.</p> <p>Review and report progress termly to</p>	<p><b>Year 3:</b></p>	
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	<p>helps to understand and overcome personal or logistical barriers that may be impacting attendance. Collaborating with SENCOs and external professionals ensures that support is tailored to each pupil's specific needs.</p> <p>Creating an inclusive and welcoming environment helps SEN pupils feel safe, valued, and motivated to attend school. Regularly reviewing progress allows the school to measure the effectiveness of interventions and make adjustments to continually improve attendance outcomes.</p>	<p>ensure accountability and adjust strategies as needed.</p>		
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<p>Develop/promote understanding of tolerance and respect for others through the promotion of British values.</p>	<p>Promoting understanding of tolerance and respect through British Values is essential in preparing pupils to become responsible, respectful, and active citizens in modern Britain. In a diverse society, it is vital that pupils learn to appreciate and celebrate differences in beliefs, backgrounds, and lifestyles. Embedding British Values—particularly mutual respect and tolerance of those with different faiths and beliefs—supports pupils' spiritual, moral, social, and cultural development. This approach not only fulfils statutory requirements (e.g. <i>Prevent Duty</i>, Ofsted expectations) but also helps create a safe, inclusive school environment where all pupils feel valued. It equips children with the knowledge and skills needed to challenge discrimination and uphold fundamental human rights, contributing to a cohesive school and wider community.</p>	<p>Integrate British Values Across the Curriculum:</p> <p>Embed British Values into PSHE, RE, and assemblies, and highlight them in planning and displays.</p> <p>Foster an Inclusive School Culture:</p> <p>Celebrate diversity through cultural events, inclusive literature, and respectful behaviour expectations.</p> <p>Promote Pupil Voice and Democracy:</p> <p>Enable pupils to experience democratic processes through school council elections and class decision-making.</p> <p>Engage Families and the Wider Community:</p> <p>Involve parents in school life through workshops, cultural celebrations, and communication about British Values.</p> <p>Model and Monitor Respectful Behaviour:</p> <p>Ensure staff model values consistently and regularly gather pupil voice to evaluate impact.</p>	<p><b>Year 3:</b></p>	
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<p>To narrow the attainment gap between pupils eligible for Pupil Premium and their peers.</p>	<p>Data: Pupil Progress data, Attendance data</p> <p>Rationale: Pupil Premium funding aims to support disadvantaged pupils who often face additional barriers to learning, resulting in lower attainment compared to their peers. Regular assessment helps identify gaps early so that timely, targeted support can be put in place. Small group or one-to-one interventions enable focused teaching tailored to pupils' specific needs, which improves outcomes. Training teachers in differentiation and evidence-based methods ensures high-quality, inclusive teaching for all pupils. Engaging families strengthens home-school partnerships, reinforcing learning beyond the classroom. Providing equal access to enrichment and pastoral support addresses social and emotional barriers that can affect progress. Regular review and adaptation of strategies ensure that support remains effective and responsive to pupils' evolving needs. Together, these approaches help to close the attainment gap and promote equity in education.</p>	<p>Regularly assess and track Pupil Premium pupils' progress to identify gaps early.</p> <p>Provide targeted small group or one-to-one interventions focused on core skills.</p> <p>Train teachers in effective differentiation and evidence-based teaching strategies.</p> <p>Engage and support families to help pupils with learning at home.</p> <p>Ensure equal access to enrichment activities and provide pastoral support.</p> <p>Review progress termly and adjust strategies accordingly.</p>	<p><b>Year 3:</b></p>	
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<p>To improve access and communication for families with English as an additional language (EAL).</p>	<p>Data: School demographic statistics</p> <p>Rationale: Effective communication between school and families is essential for pupils' wellbeing, engagement, and academic progress. Families with English as an Additional Language often face barriers that limit their ability to fully participate in their child's education. By improving access and communication through translation, interpretation, bilingual support, and culturally sensitive practices, the school ensures inclusivity and equality of opportunity. This not only helps parents to better support their children's learning but also fosters stronger home-school partnerships, enhances community cohesion, and complies with legal duties under the Equality Act 2010 to prevent discrimination and promote equal access for all families.</p>	<p>Translate key school communications into families' home languages.</p> <p>Provide interpreters for meetings and events.</p> <p>Employ bilingual staff or community liaisons.</p> <p>Offer English language support workshops for parents.</p> <p>Use accessible, multilingual digital communication tools.</p> <p>Display multilingual signage to create a welcoming environment.</p> <p>Gather regular feedback from EAL families to improve communication.</p> <p>Train staff on cultural awareness and effective communication with EAL families.</p> <p>Develop and share a clear policy for supporting EAL families.</p> <p>Partner with local community groups to enhance family support.</p>	<p><b>Year 3:</b></p>	
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