



Risby CEVC Primary School

Equality Policy

Prepared by:	Suffolk County Council SCC-008
Approved by:	 Chair of Governors
Signature of Chair of Governors:	
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1. Statement of Commitment

At Risby CEVC Primary School, we are committed to providing an inclusive, welcoming and respectful environment in which every pupil, member of staff and member of our school community is valued. We believe that all children should have equality of opportunity to participate fully in school life, achieve their potential and feel safe, respected and included.

Inspired by the Parable of the Sower (Matthew 13), Risby CEVC Primary School seeks to provide the good soil where every child can Believe, Grow and Shine, flourishing in God's love. Our commitment to equality and inclusion supports this vision by seeking to remove barriers and enable every child to flourish.

We will challenge discrimination, prejudice, harassment, victimisation and stereotyping and will take appropriate action to remove or minimise barriers that may prevent individuals or groups from participating fully in school life.

2. Legal Framework

This policy reflects our responsibilities under the Equality Act 2010, including the Public Sector Equality Duty (PSED).

- Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not.
- Foster good relations between people who share a relevant protected characteristic and people who do not.

In advancing equality of opportunity, we will consider the need to remove or minimise disadvantage, meet particular needs and encourage participation where participation is disproportionately low. We will also comply with other relevant statutory duties and guidance applicable to schools.

3. Protected Characteristics

The Equality Act 2010 identifies the following protected characteristics: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

The way in which particular provisions of the Equality Act apply can differ according to the protected characteristic and whether the matter concerns pupils, employees or other members of the school community. The school will ensure that its policies and practices comply with the Equality Act as it applies to schools and employers.

4. Our Equality Principles

- Every pupil is valued as an individual and has access to high-quality teaching and opportunities to achieve their potential.
- Differences are recognised and respected, and pupils are supported to develop a strong sense of belonging.
- Prejudice, discriminatory language, harassment, bullying and victimisation are challenged.
- Barriers to participation, attendance, learning and achievement are identified and addressed.
- Reasonable adjustments are made for disabled pupils and other members of the school community where required.

- Our curriculum promotes respect, understanding and inclusion, and staff model respectful and inclusive behaviour.

5. Disability and Reasonable Adjustments

The school is committed to ensuring that disabled pupils are not placed at a substantial disadvantage compared with pupils who are not disabled. We will make reasonable adjustments where required. Depending on individual circumstances, adjustments may relate to teaching and learning, communication and information, school routines and activities, physical access, equipment and resources, behaviour-related support, school visits, clubs and wider opportunities, and assessment arrangements.

We recognise that some disabilities are not immediately visible. Our approach will be informed by individual need and, where appropriate, discussion with the pupil, parents or carers, school staff and relevant professionals. This policy should be read alongside the school's SEND Information Report and Accessibility Plan.

6. Curriculum, Teaching and Learning

We will provide a broad, balanced, ambitious and inclusive curriculum that enables all pupils to participate and achieve. Pupils will have age-appropriate opportunities to understand and respect differences, challenge stereotypes and prejudice, develop positive relationships, understand fairness and inclusion, learn about different cultures, beliefs, families and communities, and participate positively in modern Britain.

Teaching resources will be selected and used thoughtfully. Staff will challenge inappropriate stereotypes, discriminatory assumptions and prejudicial language.

7. Achievement, Attendance and Participation

Risby CEVC Primary School will use assessment and other evidence to identify significant differences in attainment, progress, attendance, behaviour and participation. Particular attention will be given to disadvantaged pupils, pupils with SEND and other identified groups where school evidence indicates a potential inequality.

Where evidence identifies a disparity, leaders and teachers will consider the barriers contributing to it, adapt teaching or provision as appropriate, implement timely support and evaluate its impact. This will link directly to the school's existing assessment, pupil-progress and School Development Plan monitoring processes.

Information will be handled appropriately and in accordance with data-protection requirements. Care will be taken to avoid identifying individual pupils when equality information is published.

8. Admissions and Access to Opportunities

The school will apply its admission arrangements fairly and in accordance with the relevant statutory admissions framework.

We will seek equality of access to curriculum activities, educational visits, clubs and enrichment, leadership opportunities, school performances and events, sporting activities and other aspects of school life. Where a pupil has a disability or additional need, we will consider reasonable adjustments to enable participation.

9. Behaviour, Bullying and Prejudice-Related Incidents

Discrimination, harassment, victimisation and prejudice-related bullying are not acceptable at Risby CEVC Primary School. Staff will respond appropriately to discriminatory language and behaviour and will support pupils affected by such incidents.

Relevant incidents will be recorded and monitored in accordance with school procedures so that patterns can be identified and appropriate action taken. Serious or persistent incidents will be addressed through the school's Behaviour Policy, Anti-Bullying Policy and safeguarding procedures as appropriate.

10. Special Educational Needs and Disabilities

Equality and SEND duties are closely connected but are not identical. We will work to ensure that pupils with SEND have appropriate access to education and school life and that disabled pupils receive reasonable adjustments where required.

We will work collaboratively with pupils, parents and carers and relevant professionals when identifying and responding to individual needs.

11. Staff and Employment

The school is committed to fair and lawful employment practices. Employment decisions relating to recruitment, selection, professional development, promotion, pay and other employment matters will be made in accordance with applicable employment and equality legislation and relevant school policies.

Employees are expected to support the school's commitment to equality and inclusion and to challenge discrimination appropriately. Reasonable adjustments will be considered for disabled employees and applicants where required.

12. Roles and Responsibilities

Governing Body

The Governing Body is responsible for ensuring that the school complies with its statutory equality duties; agreeing and monitoring the school's equality objectives; ensuring appropriate equality information is published; considering equality within strategic decision-making; and holding school leaders to account for implementation and impact.

Headteacher

The Headteacher is responsible for implementing this policy, promoting an inclusive culture, ensuring staff understand their responsibilities, addressing discriminatory incidents, monitoring relevant pupil outcomes, overseeing reasonable adjustments and reporting relevant information to governors.

Staff

All staff are expected to promote equality and inclusion, model respectful behaviour, challenge discrimination and prejudice, respond appropriately to incidents, identify barriers affecting pupils, and support reasonable adjustments and adaptive practice.

Pupils

Pupils will be encouraged to treat others with dignity and respect, understand and respect differences, report bullying or discriminatory behaviour and contribute positively to an inclusive school community.

13. Parents, Carers and Visitors

We expect parents, carers, visitors, contractors and others working with the school to support our commitment to equality and respectful behaviour. Discriminatory, threatening or abusive behaviour will be addressed appropriately.

We will seek to make school communications and engagement opportunities accessible and inclusive and will consider reasonable adjustments where required.

14. Equality Information

The school will publish information demonstrating how it complies with the Public Sector Equality Duty and will review and update this information at least annually.

Relevant evidence may include pupil attainment and progress, attendance, suspensions and exclusions, behaviour information, participation, SEND and disability information, pupil and parent/carer feedback, prejudice-related incidents and other information relevant to identified equality priorities.

The school will ensure that published information protects individuals' privacy and complies with data-protection requirements.

15. Equality Objectives 2026–2030

Risby CEVC Primary School has identified the following equality objectives. These objectives are aligned with the priorities identified within the School Development Plan and will be monitored alongside the school's wider improvement priorities.

Equality Objective 1 – Equality, Inclusion and Belonging

Objective: To strengthen pupils' sense of equality, inclusion and belonging so that all pupils, including those with SEND and SEMH needs, feel safe, respected, valued and able to participate fully in school life.

We will:

- Use pupil voice to monitor pupils' experiences of safety, belonging and inclusion.
- Promote understanding and respect for equality and diversity through the curriculum, collective worship and wider school life.
- Ensure resources and learning opportunities positively represent diversity.
- Challenge discriminatory language, prejudice and stereotypes.
- Monitor prejudice-related incidents and respond to identified patterns.
- Identify and address barriers to participation in learning and the wider life of the school.

Success measures:

- Pupil voice demonstrates a strong sense of safety, belonging and inclusion.
- Pupils demonstrate age-appropriate understanding of equality, diversity and respect.
- Identified barriers to participation are addressed effectively.

- Prejudice-related incidents are appropriately addressed and monitored, with actions taken in response to any identified patterns.

Equality Objective 2 – Reduce Inequalities in Achievement and Progress

Objective: To identify and reduce significant inequalities in attainment and progress between identified groups of pupils, with particular attention to disadvantaged pupils and pupils with SEND, and with a specific 2026/27 focus on writing.

We will:

- Use assessment information to identify gaps in attainment and progress between pupil groups.
- Analyse writing attainment and progress for disadvantaged pupils and other identified groups.
- Identify barriers contributing to underachievement.
- Implement appropriate teaching adaptations, interventions and targeted support.
- Evaluate the impact of interventions and discontinue or adapt approaches where evidence demonstrates limited impact.
- Report progress and outcomes to governors.

Success measures:

- Disadvantaged pupils make strong progress from their individual starting points.
- The writing attainment gap between disadvantaged pupils and their peers reduces from the 2025/26 baseline.
- Pupils with SEND make strong progress from their individual starting points.
- Assessment demonstrates that identified barriers are being addressed effectively.
- Leaders and governors can demonstrate how assessment evidence has informed actions to improve equality of outcome.

Equality Objective 3 – Accessibility and Inclusion for Pupils with SEND and Disabilities

Objective: To strengthen accessibility and inclusive practice so that pupils with SEND and disabilities can access an ambitious curriculum, make strong academic and personal progress and participate fully in the wider life of the school.

We will:

- Identify barriers to learning, communication, attendance and participation at the earliest opportunity.
- Strengthen adaptive teaching and reasonable adjustments in response to individual need.
- Develop staff expertise in inclusive classroom practice.
- Monitor the effectiveness of SEND support plans and provision.
- Promote pupils' independence, engagement and participation.
- Monitor attendance and address barriers affecting pupils with SEND.
- Seek pupil and parent/carer views about the effectiveness of provision.
- Ensure educational visits, clubs, activities and enrichment opportunities are accessible wherever reasonably possible.

Success measures:

- Pupils with SEND demonstrate strong progress from their individual starting points.
- Inclusive and adaptive teaching strategies are consistently evident in classroom practice.

- Pupils demonstrate improved engagement, participation and independence.
- Attendance for pupils with SEND improves from identified baselines where attendance is a concern.
- Pupil voice demonstrates that pupils with SEND feel safe, supported and included.
- Parent/carer feedback demonstrates confidence in SEND provision.
- Reasonable adjustments and identified accessibility improvements are implemented effectively.

Monitoring

Progress towards these equality objectives will be reviewed termly through the school's existing School Development Plan monitoring arrangements and reported to the Governing Body.

Evidence will include assessment and progress information, attendance, pupil progress meetings, lesson visits, book scrutiny, pupil and parent/carer voice, participation information, SEND support-plan reviews and records of prejudice-related incidents.

The Governing Body will use this evidence to evaluate whether actions are reducing identified inequalities and improving access, participation and outcomes for pupils.

16. Equality in Decision-Making

When making significant decisions or reviewing policies, the school will give appropriate consideration to equality implications. This may include which groups could be affected, whether a proposal could create or increase disadvantage, whether reasonable adjustments are required, whether action could reduce an existing inequality, what evidence is available, whether consultation is required and how impact will be monitored.

Consideration of equality will form part of meaningful decision-making rather than being treated solely as a procedural exercise.

17. Complaints

Concerns about equality, discrimination or implementation of this policy should normally be raised with the school in the first instance and will be dealt with through the school's Complaints Policy unless another procedure is more appropriate.

Safeguarding concerns will be dealt with under safeguarding procedures. Employees should use the relevant employment procedures for employment-related concerns.

18. Monitoring and Review

The Governing Body and Headteacher will monitor the effectiveness of this policy. Equality monitoring will be integrated, where appropriate, with Risby CEVC Primary School's School Development Plan monitoring cycle so that leaders and governors can use existing evidence and avoid unnecessary duplication.

- Review published PSED compliance information at least annually.
- Review progress towards the Equality Objectives termly alongside relevant SDP priorities.
- Use assessment, attendance, participation, pupil and parent voice, SEND information and other relevant evidence to identify inequalities and evaluate impact.
- Ensure leaders and governors consider outcomes for disadvantaged pupils, pupils with SEND and other identified groups when reviewing school improvement.
- Publish new equality objectives at least every four years, or sooner where evidence identifies a significant new priority.

- Review this policy sooner if significant changes to legislation, statutory guidance or school circumstances require it.

19. Links with Other Policies and Plans

- School Development Plan
- Accessibility Plan
- SEND Policy / SEND Information Report
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Admissions arrangements
- Complaints Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Curriculum policies
- Staff Code of Conduct
- Recruitment and employment policies
- Data Protection Policy

20. Publication

The school will make its equality information and equality objectives available on its website in accordance with applicable statutory requirements. A paper copy will be made available to parents and carers on request.