



Equalities Policy

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of the school, based on best practice advice (where available) from Lancashire County Council. The policy will be reviewed by the school governing body in line with the review cycle detailed below.

This policy should be read in conjunction with the following documents:

- HR Policy
- Safeguarding Policy
- Behaviour
- SEN Policy
- PHSE

Committee Responsible:	Full Governing Body	Review Frequency:	Annual
Approved Date:	July 2022	Next Review:	November 2026

Review History		
Date: November 2023	Date: November 2025	Date:
Key Changes: - School Context /demographics of the school updated	Key Changes: • Statistics updated • Separate Action Plan	Key Changes:
Presented to Governors: Full Governing Body 23 rd November 2023	Presented to Governors: Governing Body 27 th November 2025	Presented to Governors:
Signed Headteacher	Signed Chair of Governors	

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic (see 4th bullet point) and people who do not share it. This includes Governors, staff and pupils
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it
- For the purpose of this policy the protected characteristics, as set out in the Equality Act 2010, are:
 - Gender
 - Ethnicity
 - Disability
 - Religion or belief
 - Sexual orientation
 - Gender reassignment
 - Pregnancy and maternity
 - Age (not pupils)
 - Marital and civil partnerships status (not pupils)
- At Ryelands Primary and Nursery School we have identified extra groups to include:
 - Socio-economic circumstances
 - EAL
 - Looked after children, Post Looked after children and Special Guardianship
 - Children with a social worker

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

OFSTED stated in the recent school report (February 2022) that “there is a strong sense of community at the school. Pupils are proud to state that everybody at the school is treated equally. Pupils learn to respect and understand differences between themselves and to other people, including those from different backgrounds and cultures”.

At Ryelands Primary and Nursery School our school council believe that "everyone should be treated the same". When asked about what equality looks like in our school, they said that “we are all different people or we can learn differently”.

1. School in Context

At Ryelands we currently have 375 pupils on roll – nursery: 56 pupils

- 192 – 51.2% pupils are female – Nursery: 23 pupils – 41.1%
- 183 – 48.8% pupils are male – Nursery: 33 pupils – 58.9%

- The ethnic make-up of the pupils registered at the school:

Ethnicity	Total	Percentage
Any other Asian background	8	2%
Female	5	
Male	3	
Any other mixed background	3	1%
Female	2	
Male	1	
Any other White background	15	4%
Female	10	
Male	5	
Black - African	10	3%
Female	5	
Male	5	
Gypsy/Roma	3	1%
Male	3	
Indian	5	1%
Male	5	
Pakistani	6	2%
Female	2	
Male	4	
White - British	321	86%
Female	168	
Male	153	
White and Asian	4	1%
Male	4	
	375	

- The ethnic make-up of the staff at the school:

Ethnicity	Total	Percentage	Disability
Mixed, any other mixed background	1	2%	0
Female	1		
White, any other White Background	2	3%	0
Female	2		
White, British	62	95%	0
Female	57		
Male	5		
Total	65		

Key features of the school	October 25 Census (Primary & Nursery)	January 24 Census (Primary)
Socio-economic, Multiple Index	-	E
Pupil Premium / FSM6	60.2%	62.2%
Ethnic heritage		White British: 84% Other White Background: 6% Asian; Asian British; Pakistani; African; Mixed; White Traveller Irish heritage; White Gypsy/Roma
EAL	10%	11%
SEND	26.6% EHC: 5.4%	28.7% EHC: 3.6%
CLA / Post Looked After	0 2 pupils	0 6 pupils
Mobility (pupils who joined late; pupils who left the school last year)	-	Inward: 19.9% Outward: 6.3%

2. Legislation and Guidance

This document refers to 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

Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

and the Equality and Human Rights Commission: Technical Guidance for Schools:

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

3. Roles and Responsibilities

The governing board will:

- Ensure that equality information and objectives are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Ms Lizzie Holland. She will:

- Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure she is familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8. All 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 with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.

The school will take steps to ensure all visitors to the school adhere to our commitment to equality.

4. Eliminating discrimination

At Ryelands Primary and Nursery School, we recognise that all members of the school and our wider community are of equal value. 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 two years.

The Headteacher is responsible for monitoring equality issues, aided by our 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

Ryelands Primary and Nursery School is committed to advancing equality of opportunity. This will include:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- 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:

- Collect and, when appropriate, publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data 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

6. Fostering good relations

As a school we believe that should treat each other with care, respect and kindness, and that strong positive relationships make a great school. We aim to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. 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 dealing with 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

We continue to develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Publicising the Policy and Plan

This policy will be published on the school website and any changes and updates will be published in the school newsletter. It will be included in the staff induction booklets/ materials.

<https://ryelands.lancs.sch.uk/>

8. Equality Objectives

Refer to Action Plan – see appendix

9. Monitoring Arrangements

- Regular weekly meetings including the Headteachers and the designated member of staff for equality will monitor the impact of this policy.
- A report will be written annually for review by the Governors.
- The Headteacher and Governors will review and update relevant data at each meeting of the Standards and Effectiveness Committee.
- The school will review and update the equality information it publishes at least each year to demonstrate how it is meeting the aims of the general public sector equality duty and to evidence progress made towards our equality objectives. These objectives will be drawn up and published by the Governors every four years, or whenever changes are made.

10. Considering Equalities in Decision Making

Our school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis. We keep a written record to show we have considered equality issues and asked relevant questions about the impact of our decisions on different groups in the school community.

2025-26 Equalities Action Plan – Appendix A



Date	Targets and Actions	Monitored by	Date Completed	Comments
2024	<ul style="list-style-type: none"> Target: Ensuring quality first teaching across the school Actions: Refer to SIP 	LP	4/12/25	<p>Reviewed 4.12.25 and termly reports to Governors.</p> <p>Data, CPD and monitoring indicates QFT in place across school.</p>
2024	<ul style="list-style-type: none"> Target: Ensuring no significant difference between disadvantaged and non-disadvantaged children (attainment and progress) Actions: Refer to SIP 	LP	4/12/25	<p>Reviewed 4.12.25 and termly reports to SEC.</p> <p>No significant gap across subjects and year groups, with the exception of Y1 phonics.</p> <p>2026 Target: Phonics</p>
4.12.25	<ul style="list-style-type: none"> Target: Reduce the gender gap at KS2, specifically in Writing Actions; refer to SIP 	SS		
4.12.25	<ul style="list-style-type: none"> Target: Reduce the PPG gap in phonics Actions: Refer to SIP 	SS		
4/12/25	<ul style="list-style-type: none"> Action: Staff CPD: Equality Staff CPD: PSHE. families and relationships 	SS, JK RSB		
4/12/25	<ul style="list-style-type: none"> Action: School library book audit: diversity Order books as required 	SS/ NG		
4/12/25	<ul style="list-style-type: none"> Action: Monitor communication and access for parents with EAL. Is this a barrier? Action: Gather information, including attendance at parents evening. 	BJ		
4.12.25	<ul style="list-style-type: none"> Action: Add 'Children with a Social Worker' as a group on SIMs (for monitoring purposes). 	KB		

