



Ranelagh Primary School

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Equality Policy

2023 - 2027

Reviewed on: 17th March 2025

Next Review due: Spring 2026 (objectives only)

Signed by:

Chair of Governors

Signed by:

Headteacher

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1. Aims

Ranelagh Primary 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 and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

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

The governing body will:

- Ensure that the equality information and objectives as set out in this statement 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 will:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing body 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

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor termly to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

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.

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 which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- 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 attainment 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

The school aims 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 have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school 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	Why we have chosen this objective:	To achieve this objective we plan to:	Progress we are making towards this objective:
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.	Covid-19 and school closures had a significant impact on all children but particularly on our most vulnerable learners. We need to ensure that progress of all groups are continually tracked, and that appropriate support is targeted where necessary to ensure all children make at least good progress and any gaps in learning reduced.	• Pupil data to be evaluated termly (including groups of pupils e.g. PP, SEN and EAL) to ensure all children are achieving and attaining in line with their peers. • Review and improve assessment procedures for reading. • Implement assessment across all Foundation subjects' as well as core subjects. • Groups of pupils (e.g. PP, SEN children and EAL) and individuals at risk of underachievement are identified and intervention is planned and implemented.	Pupil data is evaluated on a termly basis. Groups of children at risk of falling behind have been identified. Intervention programs have been put in place (PP, SEN children and EAL children prioritised). Learning village is the platform used in class, additional sessions after school are offered to all classes in reading (Let's talk Reading project), after school revision groups for SATs Rainbow room is available for children who need SEMH support.
Objective 2: To monitor and analyse pupil attendance statistics regularly.	Previously absence rates have been better than National; however, attendance since Covid-19, has dropped, this is particularly noticeable for EAL pupils.	• Attendance data to be evaluated termly. • Groups of pupils and individuals at risk of poor attendance are identified and intervention is planned and implemented. • Maximise use of strategies to ensure compliance with attendance expectations.	Attendance data is evaluated termly. Parent Ambassadors meetings are taking place with emphasis on attendance and involvement of governors. A range of actions developed to improve attendance of pupils in 2024/25 including: work with the EWO to target persistent absence, messages/ late cards are sent to parents as soon as they are late. Attendance is part of the weekly assemblies, as well as the termly celebrations of 100% attendance. Attendance is part of the admission interview. Class attendance is shared weekly with the parents. DfE meeting/training has been attended by Mrs Ling, Miss Flack and Mrs Hopper. New way of recording and sharing attendance level of the classes agreed and implemented this academic year. New system of rewarding children with 100% attendance has been trialled: the children were rewarded with fun sessions during school time.
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.	Covid-19 and school closures had a significant impact upon parental engagement. Post Covid the school is now in a position to develop opportunities for parental engagement. Moving forwards, engagement data needs to be analysed to identify any gaps in engagement from groups/	• Identify where support and input are needed in order to encourage parental engagement in learning and school life across all activities e.g. assemblies, projects and celebrations. • Identify parents and carers that do not attend parent consultations or school events. Contact these parents to encourage involvement	Parent Ambassadors meetings are running monthly. Ranelagh Primary school is working closely with Realise Futures and Access Community Trust. Together we organised workshops for parents and children in KS1 and KS2 based on Maths, English and Science. Also

	communities so that they can be addressed.	and offer support if needed. • Offer opportunities for parents to develop their own skills/ learning through courses, training and events.	workshops just for parents based on Maths, Phonics, Reading, Computing and E-safety. With support of SCC we organised and ran English classes for 10 weeks. They were so popular that we had to open a second group. Funding from SCC has been agreed to continue the English tuitions. We secured funding for our project with SSC: Community Connections and Wellbeing - Supporting Non-English-Speaking Families. A part of the project we had weekly speaker presentations: A diverse range of speakers addressed topics crucial for integration and understanding: Primary and secondary education systems. University pathways and opportunities. NHS services and access. E-safety and online awareness. Curriculum information and SATS preparation. Housing advice and resources. CV writing and employment support. The variety of topics was specifically chosen to benefit both the school and the parents. Creative sessions provided a relaxed environment for social interaction and cultural exchange.
Objective 4: To reduce the incidence of prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.	With a diverse school community, it is important to promote cultural understanding between different ethnic groups within our school community and in a way that is responsive to world-wide events and current affairs.	• Taking part in Suffolk Young Ambassadors initiative • Taking part in projects within the county e.g. BLM, PHOEBE • Establish E-safety ambassadors' • Working with external organisations promoting anti-bullying, antiracism, e-safety • Learning with The Lords • Develop opportunities for parental engagement in school life.	We have already completed a project with Suffolk Young Ambassadors program in December 2024. Parents are invited to take part in Language of the Month assemblies and World book day. In Autumn term 2024, girls were offered to take part in PHOEBE project to build up their confidence. E-safety pupil ambassadors group established. In Summer term 2025 boys will be offered to take part in PHOEBE project to build up their confidence. Ranelagh is taking part in program Learning with Lords. A trip to Parliament will take place at the end of May for most active pupils at

			Ranelagh. New project funded by SSC: British values through culture and History. We continue projects with 3 international schools from Kazakhstan, Georgia and France.
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9. Monitoring arrangements

The Headteacher will update the equality information we publish, described in sections 4-7 above, at least every year. This document will be reviewed and approved by the Resources committee at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND Information Report
- Safeguarding and Child Protection Policy