



Riversdale Primary School

A nurturing, ambitious and values led school.

EQUALITY INFORMATION & OBJECTIVES

DATE: 22nd October 2025

REVIEW DATE: 21st October 2026

Riversdale Primary School is committed to ensuring equality of opportunity for all pupils, staff, governors, parents and carers, irrespective of age, disability, gender reassignment, pregnancy or maternity, race, religion or belief, sex or sexual orientation (the “protected characteristics” as defined in the Equality Act 2010). We aim to foster positive relationships between all groups, to eliminate discrimination, harassment and victimisation, and to advance equality of opportunity and good relations across our school community.

In fulfilling the legal obligations, we recognise that these duties reflect fundamental values of equity, respect, and inclusive practice, and they support our wider vision and values as a school.

LEGAL FRAMEWORK

The general equality duty (under section 149 of the Equality Act 2010) requires schools (as public authorities) to have “due regard” to the need to:

- eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not;
- foster good relations between people who share a protected characteristic and people who do not.

The specific duties for schools require us to:

- publish information to demonstrate how we are complying with the general duty (our equality information) – we update this at least annually;
- prepare and publish one or more specific and measurable equality objectives at least every four years.

SCHOOL CONTEXT

Statistics:

- There are 306 pupils on roll (excluding the Nursery), 56.9% boys and 43.1% girls.
- There are 103 children on the SEN list, including: 57 SEN Support, and 46 with an EHCP. This equates to 33.7% of the school’s intake, compared to 18.3% nationally.
- The percentage of disadvantaged pupils is currently at 27.1%. Of these pupils, 98.8% are in receipt of Free School Meals (Ever6).
- The proportion of pupils from minority ethnic groups is well above national: 71.9% vs 38.4%.
- 43.1% of pupils do not speak English as their home language, compared to 23.4% nationally.
- 1 child is subject to Child Protection Plans at present.
- There have been no permanent exclusions in the last 9 years. However, the school has a good record of taking pupils who have been permanently excluded from other schools.
- Attendance rates are currently at 95.4%.

Additional Considerations:

- Although there is a wide range of abilities, pupil attainment and skills on entry to the school are normally below expected for their age.
- Mobility is high. This is due to pupils moving into the country, bedroom tax and local housing issues, as well as pupils in the local area moving to private education in/around Year 3.
- The level of deprivation is in line with the national average.
- Overall, pupil levels of attainment at the end of Key Stage 2 (2025) were just above national for the combined reading, writing and maths criterion. Reading was above national at 82%, with 40% of pupils attaining Greater Depth. Writing and Mathematics were just below national.

SCHOOL COMMITMENT OF EQUITY, DIVERSITY & INCLUSION

We recognise that issues may relate to pupils, staff, parents/carers, governors and others involved in the school community.

We are committed to ensuring that:

- all pupils have access to learning, curriculum and extra-curricular opportunities;
- staff, governors and volunteers are treated fairly and can develop and perform to their best;
- our policies, practices and decisions consider equality implications (having due regard) and promote inclusive practice;
- we gather and use equality information to monitor impact, identify trends or barriers, and take appropriate action;
- we consult and engage with stakeholders (pupils, parents, staff, governors) in developing policy and objectives;
- we publish our equality information and objectives so that they are transparent and accessible.

ROLES AND RESPONSIBILITIES

The Governing Body is responsible for:

- ensuring the school fulfils its legal duties under the Equality Act 2010 and related regulations;
- approving and reviewing this policy and the published equality information and objectives;
- ensuring that the school's equality objectives are set and monitored;
- receiving regular reports on equality progress.

The Headteacher is responsible for:

- implementing this policy across the school;
- monitoring day-to-day equality matters;
- promoting awareness of the equality objectives among staff, pupils and governors;
- ensuring that due regard is given to equality when new policies or significant changes are developed;
- ensuring that equality analysis (impact assessment) is undertaken where appropriate;
- liaising with the school's inclusion lead.

All staff, volunteers and governors are responsible for:

- treating pupils, colleagues, parents and others with respect and fairness;
- adhering to and promoting the equality principles in their work;
- being alert to any indirect discrimination, bias or stereotyping;
- supporting the school in implementing accessibility, inclusion and equality measures;
- participating in equality training and development as required.

PROTECTED CHARACTERISTICS AND OTHER KEY GROUPS

The protected characteristics under the Equality Act 2010 are: age; disability; gender reassignment; pregnancy or maternity; race; religion or belief; sex; sexual orientation; and marriage and civil partnership (though the last only for employment matters).

In addition to those, we also consider other groups relevant in our school context, such as: socio-economic disadvantage (e.g., Pupil Premium eligibility), English as an additional language, travellers, looked after children, young carers, gender identity, and any other characteristic or circumstance which may lead to disadvantage or marginalisation.

We recognise that pupils and staff may hold more than one characteristic and that this intersectionality may shape experiences of inequality or discrimination.

EQUALITY INFORMATION: WHAT THE SCHOOL PUBLISHES AND MONITORS

We gather and publish information annually to demonstrate how we are complying with the duty (specific duties). This includes, but is not limited to:

- pupil attainment and progress data broken down by protected characteristics and other key groups (e.g., disadvantaged pupils);
- exclusions, behaviour incidents, attendance, participation in extra-curricular activities, by protected characteristic or key group;
- recruitment, retention, workforce breakdown (staff by age, gender, ethnicity, disability, part-time/full-time, job role) and staff development data;
- complaints of discrimination, bullying or harassment related to protected characteristics;
- accessibility audits and any planned improvements (see also our Accessibility Plan);
- participation and representation of different groups in school governance, leadership and wider school life;
- stakeholder voice (pupils, parents/carers, staff) — views on inclusion, belonging, discrimination, harassment.

We analyse the information to identify trends, strengths, areas for improvement, and to inform our objectives and action planning.

We publish this information on the school website (or other suitable format) and make it available in an accessible form.

We review this information annually (or more frequently if required) and update our equality information appropriately.

EQUALITY OBJECTIVES

The school has set equality objectives (to be reviewed at least every four years). These objectives are S.M.A.R.T (Specific, Measurable, Achievable, Relevant, Time-bound) and informed by our equality information, internal data, stakeholder feedback and our school priorities.

We monitor progress against each objective, review annually, and report to the Governing Body and publish outcomes.

If objectives are achieved earlier or found to be no longer relevant, we may refresh them earlier.

We will ensure that our objectives are communicated clearly to staff, pupils, parents/carers and governors.

The Equality Objectives plan can be found in *Appendix 1* of this document.

INTEGRATION WITH OTHER POLICIES AND PRACTICE

This policy links with, and should be considered alongside, the following school documents:

- Accessibility Plan
- SEND Policy
- Behaviour and Anti-bullying Policy
- Curriculum Policy
- Complaints Policy
- Safeguarding Policy

Equality considerations will be integrated into:

- curriculum design and delivery and pupil learning experiences (ensuring it is inclusive and reflects diversity);
- pupil admissions and transition arrangements;
- staffing, professional development, promotion and retention;
- learning environment, resource allocation, promotion of inclusive culture;
- stakeholder engagement (parents, carers, community) and communication;
- major decision-making and policy development (requiring equality impact analysis/'due regard').

We ensure that when significant decisions are made (e.g., policy review, budget allocation, change of provision), we assess the likely impact on different groups and document how we have given 'due regard' to equality. This is not a tick-box exercise but a meaningful process.

IMPACT ASSESSMENT AND MONITORING

Equality impact assessments (EIAs) or equality analyses will be undertaken at the development stage of new policies, major developments and strategic decisions. We keep a record of these assessments.

We will monitor the effect of our policies, procedures and practices on different groups (protected and other key groups) to ensure we are eliminating discrimination and advancing equality.

We will report annually to the Governing Body on the findings of monitoring, progress towards objectives, any required amendments or further action.

Staff training and professional development will include equality, diversity, inclusion (EDI) and unconscious bias awareness to support whole-school culture and practise.

MONITORING AND REVIEW

This policy will be reviewed by the Governing Body at least every four years (or sooner if required) in tandem with the review of equality objectives and published information.

The equality information will be updated annually and objectives published at least every four years (or sooner if required by significant change in context).

The policy and objectives may be revised earlier if legislation, guidance or school context changes.

PUBLICATION AND COMMUNICATION

We will publish this policy, our equality information and equality objectives on the school's website and/or in other accessible formats and ensure that staff, governors, pupils and parents/carers are informed of them.

We will make sure that the policy is available in accessible formats on request.

APPENDIX 1: EQUALITIES OBJECTIVES PLAN

EQUALITY OBJECTIVE	LINKED EQUALITY DUTY	RATIONALE / EVIDENCE	SUCCESS INDICATORS	LEAD / MONITORING RESPONSIBILITY
<p>1. To increase reading attainment and engagement among disadvantaged pupils so that they can access a broad and balanced curriculum.</p>	<p>Advance equality of opportunity.</p>	<p>Reading underpins access to the full curriculum.</p> <p>Internal data shows that disadvantaged pupils’ attainment in reading is behind non-disadvantaged peers.</p>	<p>Gap in reading attainment narrowed by at least 15% by July 2027.</p> <p>Increased participation in reading enrichment activities and library use among disadvantaged pupils.</p> <p>Pupil voice reflects improved confidence and enjoyment in reading.</p>	<p>English Lead/Pupil Premium Lead</p> <p>SLT monitoring through data and pupil interviews.</p>
<p>2. To reduce the attainment gap in writing between disadvantaged and non-disadvantaged pupils across all key stages.</p>	<p>Advance equality of opportunity.</p>	<p>Internal data shows an attainment gap in writing, particularly at Key Stage 2.</p> <p>Improving writing outcomes supports access to future learning.</p>	<p>Gap reduced by at least 20% by July 2028.</p> <p>Moderation and work scrutiny show improved quality and stamina in writing among disadvantaged pupils.</p> <p>Writing intervention impact data positive.</p>	<p>English Lead/Pupil Premium Lead</p> <p>Monitored termly through assessment cycles and PP strategy reviews.</p>
<p>3. To enable pupils with SEND to make strong progress from their starting points, reducing the SEND vs non-SEND attainment gap.</p>	<p>Advance equality of opportunity.</p> <p>Eliminate discrimination.</p>	<p>SEND pupils often face multiple barriers to learning.</p> <p>Provision and intervention must ensure equitable progress.</p>	<p>Progress measures for SEND pupils show sustained improvement over three years.</p> <p>Internal tracking shows narrowing gap across reading, writing and maths.</p> <p>Parent and pupil feedback indicates confidence in support.</p>	<p>SENCo/Inclusion Lead</p> <p>Monitored termly through pupil progress meetings.</p>
<p>4. To increase participation of pupils with SEND in extra-curricular clubs, leadership roles and wider enrichment opportunities.</p>	<p>Foster good relations.</p> <p>Advance equality.</p>	<p>Participation data shows that whilst some SEND pupils access extra-curricular activities, overall SEND pupils are less represented in clubs or leadership.</p> <p>Increasing inclusion supports belonging and personal development.</p>	<p>Participation rates for SEND pupils in clubs/leadership roles broadly proportionate to cohort by July 2027.</p> <p>Pupil voice reflects increased sense of inclusion.</p>	<p>Inclusion Lead/Extra Curricular Enrichment Lead</p> <p>Monitored through termly participation audits.</p>

		<i>However, this must be carefully considered so that the needs of the pupil can be met within the specific context.</i>	Staff adapt activities to ensure accessibility.	
5. To increase participation of Disadvantaged Pupils in extra-curricular clubs, and wider enrichment opportunities.	Foster good relations. Advance equality.	Participation data shows that whilst some Disadvantaged pupils access extra-curricular activities, overall these pupils are less represented in clubs or leadership (39% Dis, vs. 61% Non), despite 100% of pupils being offered a free club. Increasing inclusion supports belonging and personal development. Providing a broader balance of clubs across the week will support disadvantaged pupils finding a club they might like to attend.	Participation rates for disadvantaged pupils in clubs broadly proportionate to cohort by July 2027. Pupil voice reflects increased sense of inclusion. Staff adapt activities to ensure accessibility.	Pupil Premium Lead/Extra Curricular Enrichment Lead Monitored through termly participation audits.
6. To ensure all curriculum subjects explicitly reflect the diversity of modern Britain and promote inclusive perspectives.	Foster good relations. Eliminate discrimination.	Curriculum audits show variation in representation and diversity of examples, resources and viewpoints. A diverse curriculum fosters understanding and respect.	Curriculum mapping demonstrates representation of protected characteristics and diverse perspectives in all subjects by July 2026. Pupil voice and book looks evidence inclusivity. Staff CPD completed on inclusive curriculum design.	Curriculum & Subject Leaders Monitored through annual curriculum review cycle.
7. To strengthen parental engagement with families for whom English is an additional language (EAL) and/or from smaller minority ethnic communities.	Foster good relations. Advance equality.	Parent surveys show lower engagement and representation from EAL families in school life and communications.	25% increase in EAL parent participation in events, workshops and consultations by July 2027. EAL parents actively participating in Friends of Riversdale committee. Communications translated or supported as needed.	SLT Monitored through attendance records and parent voice surveys.

Progress will be reviewed termly by SLT and annually by Governors. Equality information and progress updates will be published annually on the school website, in line with statutory requirements. Each objective will be evaluated as part of the SEF and SSP cycles.

TIMESCALE SUMMARY		
Objectives set: Spring 2025	Annual review: Summer 2026-2028	Full refresh: Autumn 2028