



Sutton Courtenay CE Primary School

Equality Information and Objectives 2026-2030

Date Approved: October 2026

Review Date: October 2030

A. Equality Act Statement

Ridgeway Education Trust (RET) is a trust rooted in its community and based on strong shared values of inclusivity, high standards and respectful relationships. Our **mission** is to enable all of our children and young people to thrive, especially those who are most disadvantaged, by providing high quality education and care for all. Our **values** of ambition, integrity and leading for legacy underpin all that we do, guiding both our everyday behaviours and our decision making.

In line with our mission, the individual schools that make up the trust are all committed to ensuring equality of opportunity in line with the Equality Act 2010. We recognise that some groups have historically suffered disadvantage within society because of their characteristics; we want to reduce disadvantages, discrimination and inequalities of opportunity, and are committed to promoting diversity of our students, our workforce and the communities in which we work.

We aspire to ensure our pupils achieve their very best. Where pupils experience barriers to their success, we will work with them to address these in a sensitive and sympathetic way. We will teach our pupils the importance of equality, what forms discrimination can take and the impact discrimination can have. We will strive to create communities where equality is prioritised, difference is valued and relationships are always based on deep mutual respect.

The Equality Act defines the Protected Characteristics, as they apply to schools, as:

- Age (in relation to staff only)
- Disability
- Gender reassignment
- Marriage and civil partnership (in relation to staff only)
- Pregnancy and maternity
- Race
- Religion, faith or belief
- Sex
- Sexual orientation

We will not discriminate on the grounds of any of the Protected Characteristics, save the very small number of occasions where such discrimination is permitted by law. Examples of this in schools include arranging pupils into classes based on age, and taking positive action to deal with particular disadvantages affecting pupils of one racial group if this is a proportionate means of dealing with the issue.

As an academy trust and employer, we will not accept:

- Direct or unlawful indirect discrimination
- Harassment
- Victimisation

We are committed to complying with the Public Sector Equality Duty (PSED) and will seek to:

- Eliminate discrimination and other conduct that is prohibited by the Act

- Advance equality of opportunity between people who share a protected characteristic and those who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and those who do not share it.

We will have due regard to the Public Sector Equality Duty when making decisions, taking actions and developing policies. We will publish our equality objectives and information about how we are complying with the Public Sector Equality Duty. Published Information will be updated annually and objectives will be updated every four years. This information is available on our website.

B. Roles and Responsibilities

Board of trustees hold ultimate legal and statutory accountability for all aspects of the school's work, including that related to equality and compliance with the Equality Act. They ensure that equality, diversity and inclusion are considered whenever reviewing, updating and introducing trust-wide policies.

Local Governing Bodies are responsible for:

- Reviewing and approving the school's equality objectives;
- Monitoring and reviewing implementation and impact of this policy and the school's work to achieve its equality objectives;
- Ensuring 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;
- As a result of these actions and their wider work, fostering equality, diversity and inclusion at school level.

The Headteacher is responsible for:

- Promoting knowledge and understanding of the equality objectives amongst staff and pupils, including through providing relevant training to staff as required;
- Monitoring progress against these objectives and reporting this back to the LGB;
- Taking appropriate action in any cases of discrimination, harassment, victimisation and bullying;
- Regularly reviewing data related to prejudice-based incidents and taking necessary steps to reduce occurrences of these.

School staff are responsible for:

- Understanding and complying with this Equality Statement and contributing to the school's work to address its equality objectives;
- Making reasonable adjustments to ensure pupils do not experience discrimination or exclusion;
- Dealing with prejudice-related incidents in line with agreed procedures;
- Challenging bias and stereotyping and promoting an inclusive school ethos.

Parents and carers, pupils and visitors are responsible for refraining from behaviour that constitutes discrimination, harassment, victimisation or bullying; understanding the ethos of the school and complying with the provisions in this statement; and reporting prejudice-related incidents, in line with school expectations and approaches.

C. Our commitment to equalities

Our School

At Sutton Courtenay CE Primary School, our Christian vision is at the heart of everything we do. We encourage all members of our community to be **Ready, Respectful and Responsible**, while fostering a culture of **compassion, inclusion and ambition**.

We celebrate diversity and recognise the richness that different backgrounds, experiences, perspectives and identities bring to our school community. We are committed to ensuring that every child is known, valued and supported to flourish.

We strive to create a welcoming environment where everyone is treated with dignity and respect and where all members of our community have equal opportunities to succeed and thrive.

Through our curriculum, collective worship, personal development programme and wider opportunities, pupils develop respect, understanding and appreciation of diversity and difference.

Our school community includes:

- Pupils eligible for Pupil Premium funding.
- Pupils with Special Educational Needs and/or Disabilities (SEND).
- Pupils with English as an Additional Language (EAL).
- Pupils from a range of cultural, ethnic and faith backgrounds.
- Families with differing experiences, needs and circumstances.

We are proud of our inclusive ethos and our high aspirations for every child, which includes:

- A caring and inclusive culture where all pupils are known and valued.
- Strong pastoral support for pupils and families.
- High expectations and aspirations for all learners.
- A curriculum which promotes understanding, respect and diversity.
- Positive relationships throughout the school community.
- Opportunities that support pupils' personal development, character and wellbeing.
- A commitment to ensuring all pupils can participate fully in the wider life of the school.

How We Promote Equality and Inclusion at SCCEPS

We recognise that equality is not always about treating everyone the same. It is about ensuring every child receives the support, opportunities and challenge they need to flourish.

To remove barriers and promote inclusion, we:

- Prioritise vulnerable pupils through our **Corridor of Contact** approach, ensuring that pupils who may need additional support are seen, known and supported every day.
- Maintain a strong safeguarding and pastoral culture.
- Place disadvantaged, vulnerable and SEND pupils at the forefront of planning and decision-making.
- Promote high-quality adaptive teaching to ensure all pupils can access learning successfully.
- Use attendance, attainment and wellbeing information to identify barriers early.
- Provide targeted academic, emotional and pastoral support where required.
- Ensure all pupils have access to leadership opportunities, educational visits, clubs and enrichment activities.

Our approach is underpinned by the principle of: **Every Day. Every Lesson. Every Child.**

How we have fulfilled our Public Sector Equality Duty (PSED) in the last year

How we eliminate discrimination, harassment and victimisation	• Through our Christian vision and school culture of compassion, inclusion and ambition, every pupil is valued and treated with dignity and respect. • We maintain a strong safeguarding culture and prioritise vulnerable pupils through our Corridor of Contact approach, ensuring pupils who may face barriers are seen, known and supported every day. • Our Behaviour Policy promotes positive relationships and ensures all forms of discriminatory language, bullying, prejudice or harassment are addressed promptly and appropriately. • Attendance, behaviour and safeguarding information are monitored regularly to identify and address concerns for disadvantaged pupils, pupils with SEND and other vulnerable groups. Attendance currently stands at 96.5%, above national averages. • Staff receive regular safeguarding, behaviour and inclusion training to ensure that all pupils feel safe, respected and supported.
How we advance equality of opportunity	• We track attendance, attainment and progress closely for disadvantaged pupils, pupils with SEND and other vulnerable groups in order to identify gaps and take timely action. • Our Equality Objective to reduce attendance and attainment gaps for disadvantaged pupils is supported through targeted interventions, family support and removal of barriers to participation. Disadvantaged pupils currently represent approximately 17% of our school population. • Our Equality Objective to improve outcomes, attendance and inclusion for pupils with SEND is supported through adaptive teaching, personalised provision, intervention programmes and strong partnership working with parents and external agencies. Approximately 28% of pupils are identified as having SEND.

	• Teachers use adaptive teaching strategies to ensure all pupils can access the curriculum and achieve success from their starting points. • Pupils with SEND, disadvantaged pupils and vulnerable learners are prioritised when planning support, interventions and enrichment opportunities. • All pupils are encouraged and supported to access clubs, educational visits, leadership opportunities and wider curriculum experiences regardless of background or need. • Our accessibility arrangements and provision ensure that pupils with additional needs can participate fully in school life.
How we foster good relations	• Through our curriculum, collective worship and personal development programme, pupils learn about diversity, equality, respect and the importance of treating others well. • Our Equality Objective to promote gender equality and challenge stereotypes is reflected through curriculum design, pupil leadership opportunities and the promotion of diverse role models. • Pupil voice is regularly gathered and used to inform school improvement and ensure pupils feel heard and valued. • Our curriculum reflects a diverse society, helping pupils understand and celebrate differences in background, culture, family structure, faith, disability and experience. • Diversity is celebrated through assemblies, themed events, curriculum opportunities and everyday school life. • Positive relationships between pupils, families, staff, governors and the wider community are actively promoted. • Our ethos of Every Day. Every Lesson. Every Child. ensures that inclusion remains central to all decision-making and practice across the school.

Our areas for action

Following self-evaluation, data analysis and governor discussions, the school has identified three key equality priorities:

1. **Disadvantage:** To further reduce barriers affecting attendance, participation and outcomes for disadvantaged pupils.
2. **SEND:** To continue improving outcomes, inclusion and participation for pupils with SEND.
3. **Gender Equality and Representation:** To ensure equitable opportunities, representation and aspirations for all pupils and continue challenging stereotypes.

Equality Objectives 2026-2030

Specific numerical targets and detailed actions for each of these priorities will be set and reviewed on an annual basis through the School Development Plan

	Objective	Actions	Staff member	Success criteria
1.	Reduce barriers associated with disadvantage by improving attendance, engagement and outcomes for pupils eligible for Pupil Premium funding. <i>Why have we chosen this objective: School evaluation identifies attendance and achievement differences for some disadvantaged pupils. We want socio-economic disadvantage to present no barrier to success, participation or aspiration.</i>	Monitor attendance, attainment and participation termly; provide targeted support; work closely with families; remove barriers to enrichment opportunities; continue the Corridor of Contact approach to ensure vulnerable pupils are prioritised and supported.	Headteacher, Inclusion Lead, Attendance Lead, Class Teachers, Governors	Improved attendance; reduced persistent absence; improved attainment and progress; increased participation in wider opportunities; narrowing gaps over time.
2.	Strengthen inclusion and improve outcomes for pupils with SEND through high-quality adaptive teaching and targeted support. <i>Why have we chosen this objective: Pupils with SEND form a significant part of our school community. We are committed to ensuring they achieve well, attend regularly and participate fully in all aspects of school life.</i>	Continue to develop adaptive teaching; monitor progress and attendance; evaluate interventions; strengthen partnerships with parents and external agencies; use the Corridor of Contact approach to identify and respond to barriers quickly.	SENDCo, Headteacher, Teachers, Teaching Assistants, Governors	Improved progress from starting points; increased attendance; full participation in school life; improved wellbeing and positive outcomes for pupils with SEND.
3.	Promote gender equality by challenging stereotypes and ensuring equitable opportunities, representation and aspirations for all pupils. <i>Why have we chosen this objective: Governors identified the importance of monitoring gender equality and ensuring all pupils can participate and achieve without limitation from stereotypes or assumptions.</i>	Monitor participation, leadership opportunities and outcomes by gender; review curriculum resources and representation; promote diverse role models; challenge stereotypes through teaching, assemblies and wider opportunities.	Headteacher, Personal Development Lead, Subject Leaders, Class Teachers, Governors	Pupils feel represented and valued; equitable participation in school life; positive attitudes towards diversity; gender stereotypes actively challenged; ambitious aspirations for all pupils.

