

RAVENS COTE JUNIOR SCHOOL

Annual Report demonstrating compliance with the Public Sector Equality Duties

Reflecting the calendar year 2022



Date of Approval		Date of Review	
17 th March 2023		15 th March 2024	
Signed	Amy Wells Headteacher	Signed	Emily Gibson Chair of Governors



RAVENSCOTE JUNIOR SCHOOL

Annual Report demonstrating compliance with the Public Sector Equality Duties

Ravenscote Junior School aims to meet its obligations under the public sector equality duty by having due regard to the need to:

1. eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
2. advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
3. foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The “protected characteristics” under the Equality Act are:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage and civil partnership
- age

School context

- Ravenscote Junior School is a mixed five-form entry junior school in Frimley, Surrey.
- The school serves 620 children between the ages of 7 and 11.
- The children at Ravenscote are currently from 30 ethnicities; the largest of which is White British (69%).
- 55% of children at Ravenscote have a religious belief – the largest religion represented is Christianity (37%), followed by Islam (9%).
- 14% of the children at Ravenscote are on our Inclusion Register for SEND.

1. 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 and staff training.

For example:

- *Discriminatory and prejudiced incidents are reported to governors half-termly in the Headteacher's Report and reported to County annually.*



- *We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.*
- *All incidents of discriminatory treatment, bullying and harassment must be reported to senior staff and recorded as soon as is reasonably possible (and in any event within 24 hours of the incident). They are logged on our CPOMS system and reviewed weekly by our DSLs at their weekly DSL meeting.*
- *There is a specific category on CPOMS to help with monitoring and reporting on discriminatory and prejudiced behaviour.*
- *The Equality page on the school website has been updated.*
- *We have up-to-date policies which set out a clear message that discrimination is not tolerated: e.g. Staff behaviour (code of conduct), Positive Behaviour, Anti-bullying, Child Protection and Safeguarding, Child-on-child Abuse, Gender Identity and Equality and Diversity.*
- *Copies of these policies are published on the school website.*
- *We develop staff and children's' advocacy skills so that they can detect bias and challenge discrimination.*
- *Safer recruitment procedures include applicants completing equality monitoring forms.*

2. 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;
- taking steps to meet the particular needs of people who have a particular characteristic; and
- encouraging people who have a particular characteristic to participate fully in any activities.

For example:

- *We have accessible and gender-neutral toilets available for adults and children.*
- *The school is accessible to wheelchair users through the low entrance at Year 5 & 6, and wide doorways.*
- *Referrals to and meetings with specialists regarding information and advice about an individual child's needs, such as nurses.*
- *We have an inclusive uniform list which does not attribute items by children's sex.*
- *An audit of when children are separated by their sex has taken place to ensure this only happens when there is a clear rationale.*
- *Data for cohorts with protected characteristics, e.g gender and race, are known, shared, analysed and acted upon to ensure the best outcomes for the children. This includes during pupil progress meetings.*
- *Adaptations made to ensure continued access to the Connected Curriculum.*
- *Our admissions criteria are defined under the admissions policy and are applied consistently to every young person, irrespective of any protected characteristic.*
- *The principles of equality and diversity are embedded in our academic and social curriculum. Positive and proactive steps are taken to prevent discrimination against, or*



victimisation of, any young person in the provision of education or access to any benefit, facility or service including educational visits.

- *The decision to suspend a child for a fixed period or exclude permanently is a last resort. Our exclusion criteria are defined under the exclusions policy and are applied consistently to every young person, irrespective of any protected characteristic. The DSL is involved in all discussions regarding suspensions.*
- *There is a wide range of SEND resources and interventions available. Under the leadership of the Inclusion AHT, the effectiveness of these have been reviewed and adjustments have made to ensure the provision is effectively advancing equality of opportunity.*
- *Half-termly SEND training for all teachers and LSAs.*
- *Annual subject reports include reflection from each subject leader on how their subject promotes protected characteristics and is accessible to all.*

3. 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 Connected Curriculum. This includes teaching in RAW and PSHE but also activities in other curriculum areas;
- holding assemblies dealing with relevant issues and inviting external speakers to contribute;
- working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising educational visits and activities based around the local community;
- encouraging and implementing initiatives to promote inclusiveness within the school . For example, our school council has representatives from different year groups and is formed of children from a range of backgrounds. All children are encouraged to participate in the school's activities, such as sports club and music groups; and
- developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

For example:

- *Whole school values assemblies teaching children about British values and equality.*
- *Whole school display celebrating diversity.*
- *Children's mental health week held in February 2022.*
- *Anti-bullying week held in November 2022.*
- *Numerous age-appropriate diversity and inclusion themed books are available for each year group.*
- *Our robust PSHE and RAW curriculums promotes tolerance, understanding and appreciation of a range of religions, cultures and differences.*
- *The PSHE unit which focuses on diversity is called 'Celebrating Diversity' and is taught every year to recall and extend children's understanding of equality and diversity and teaches children how to celebrate and champion one another.*
- *Visitors are chosen carefully to enhance the school's (children, staff and parents) understanding of different protected characteristics. The materials, resources and*



messages are discussed in advance of delivery to ensure they promote equality and inclusiveness. Members of staff have the authority to stop delivery if it is deemed to be not promoting of these values.

- We use Pupil Voice as a mechanism for exploring children's understanding of diversity and equality.*
- The school makes physical adjustments to ensure children and/or staff with physical disabilities can fully immerse themselves in school life and not be held back in any way. Support/advice from specialist organisations are sought e.g. visually impaired support, occupational therapy.*
- Our safeguarding team have offered and made referral support for parents facing challenging circumstances.*
- Family link worker available to all families in need of support.*

