

RAVENSCOTE JUNIOR SCHOOL

EQUALITY & DIVERSITY POLICY

2026 - 2028



Date of Approval		Date of Review	
March 2026		March 2028	
Signed	Amy Wells Headteacher	Signed	Emily Gibson Chair of Governors



RAVENSCLOTE JUNIOR SCHOOL
EQUALITY & DIVERSITY POLICY

1. Aims

Ravensclote Junior School is committed to equality and valuing diversity, and actively supports practices that promote genuine equality of opportunity for all staff and children.

We recognise our obligations under the Equality Act 2010 and are committed to promoting the equality and diversity of all those we work with, especially our children, staff and visitors. We oppose all forms of unlawful and unfair discrimination, bullying and harassment and will make every effort to comply with the requirements of the Act and its subsequent provisions.

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

- Eliminate unlawful discrimination, harassment and victimisation, 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.

Ravensclote Junior School promotes a dynamic learning environment, in which:

- Children are supported, respected, encouraged and motivated as individuals.
- All staff provide a safe, secure and nurturing environment, for life-long learning, which reflects the ethos of the school.
- We promote working in partnership with parents, as we believe that working together positively is vital in supporting each child's educational development.
- Children are given an understanding of their role as an inclusive citizen, in a fast-changing and multi-cultural world.
- Wellbeing is a prominent focus of our school.
- High quality teaching, which is meaningful and relevant, is planned to challenge and excite all children.
- The Connected Curriculum is broad, creative and stimulating, whilst equipping children with the necessary life skills for their future.

2. Legislation & 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. Responsibilities

3.1 The School Governors are responsible for:

- Ensuring that the equality information and objectives as set out in this policy are published and communicated throughout the school, including to staff, children and parents, and that they are reviewed and updated at least once every four years.
- Delegating responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.
- Ensuring that they are familiar with all relevant legislation and the contents of this policy.

3.2 The Headteacher will work with the Senior Leadership Team to:

- Create an environment in which all members of the community are expected to treat one another with mutual respect, dignity and tolerance.
- Ensure that the school complies with equality legislation.
- Ensure all policies, practices and procedures, associated with equality and diversity, including admissions, curriculum, recruitment and selection are implemented.
- To make effective and reasonable adjustments where appropriate to meet the individual needs of staff, children and others who may have business within school.
- Ensure that all staff are aware of and follow the school's policy, and receive appropriate equality and diversity training, in accordance with their roles and responsibilities.
- Take 'all reasonable steps' to prevent discrimination, harassment and victimisation from taking place.
- Take responsibility for recording, managing and analysing incidents of discrimination, harassment and victimisation in accordance with the school's policies, procedures and guidance.
- Promote knowledge and understanding of the equality objectives amongst staff and children.
- Ensure staff recruitment, training opportunities and conditions promote equality.



- Ensure that curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities take account of the need to promote equality.

3.3 The Inclusion Assistant Headteacher, as the designated member of staff for equality, will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and children.
- Support the headteacher in identifying any staff training needs, and deliver training as necessary.

All staff are expected to have regard to this document and to work to achieve the objectives as set out below.

3.4 Visitors

All visitors to the school, including parents and carers, are expected to support our commitment to equalities and comply with the duties set out in this policy. We will publish this policy on our website to enable them to do this.

4. Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Compliance with the Equality Act 2010 is the responsibility of all members of staff. Ravenscote Junior School does not condone any act of direct discrimination, indirect discrimination, harassment or victimisation. Any breach of this policy may lead to disciplinary action.

It is the responsibility of all staff to:

- Treat colleagues, children and visitors with dignity and respect, and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation.
- Support and participate in any measures introduced to promote equality and diversity.
- Actively challenge discrimination and disadvantage in accordance with their responsibilities.
- Report any issues associated with equality and diversity in accordance with this policy.

It is important to appreciate that an employee is personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is also liable. Any attempt to instruct, cause or induce another person to discriminate, harass or victimise a third person will also amount to unlawful discrimination and any employee doing so will be subject to disciplinary action.

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.

New staff receive training on the Equality Act as part of their induction and regular refresher training.

4.1 Types of unlawful discrimination

- **Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race including colour, nationality, ethnic or national origin, religion or belief, sex, sexual orientation).
- **Discrimination by association** is direct discrimination against someone because they associate with another person who possesses a protected characteristic.
- **Perception discrimination** is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.
- **Indirect discrimination** occurs when a condition, provision, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic and it cannot be shown to be a proportionate means of achieving a legitimate aim.
- **Discrimination arising from disability** occurs when you treat a disabled person unfavourably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct and indirect discrimination.
- **Harassment** occurs when a person is subject to unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.
- **Third-party harassment** occurs where, during the course of their duties, an employee is harassed by an individual or individuals who are not under the direct control of the school and the harassment relates to a protected characteristic.
- **Victimisation** occurs when an individual is subject to a detriment because they have made an allegation of, or given evidence about, the treatment of any individual (including themselves) who has been subject to any of the above.

Any individual making allegations of a false, malicious or vexatious nature would not be protected against victimisation and will be subject to disciplinary action.

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.



- Taking steps to meet the particular needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities.

5.1 The “protected characteristics” under the Equality Act are:

- sex
- race including colour, nationality, ethnic or national origin
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage and civil partnership
- age

5.2 Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer, our Trust strives to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, children and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

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 RAW and PSHE but also activities across the Connected Curriculum.
- Ensuring there is a consistent, open and equitable approach to inclusion within school, where conversations about inclusion can be held without fear of rebuke.
- 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 school 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 clubs.
- Developing 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 visit or activity is being planned, the school considers whether the visit:

- cuts across any religious holidays
- is accessible to children with disabilities

8. Equality objectives

We have four strategic objectives as laid out in Appendix 1.

9. Monitoring arrangements

Responsibility for overseeing equality practices in the school lies with the school's Inclusion Assistant Headteacher, the Headteacher and the Chair of the Local Advisory Committee.

Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision-making.

This document will be reviewed at least every 2 years.

10. Links with other policies and school documents

This document links to the following policies:

- Accessibility Plan



- Admissions Policy
- Anti-bullying Policy
- Child Protection & Safeguarding Policy
- Gender Identity Policy
- Inclusion Policy
- Positive Behaviour Policy
- Safer Recruitment & Selection Policy
- Staff Behaviour (Code of Conduct) Policy



Appendix 1

Our Equality Objectives 2026 - 2030

Ravenscote Junior School aims to meet its obligations under the public sector equality duty by having due regard for 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; and
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Our Equality Objectives are:

Objective 1
To reduce attainment gaps in reading, writing and mathematics between disadvantaged children (including those eligible for Pupil Premium), children with SEND and their peers.
To achieve this, we will:
<ul style="list-style-type: none"> • Rigorous termly progress tracking and data analysis. • Targeted evidence-based interventions and adaptive teaching strategies. • Regular review of intervention impact by SLT and governors. • Regularly monitor attainment and progress data of specific groups to identify areas of focus • Assess the effectiveness of our current interventions on supporting the progress of children with SEND and make adjustments as necessary to develop the provision • Prioritise key groups of children for extra-curricular provision, for example children on the Inclusion Register prioritised for after-school clubs • Discuss every child's progress in pupil progress meetings • Carry out SEND case studies to monitor the impact of our provision on individual children • Compose provision maps and inclusion targets for children on the Inclusion Register • Report to the governors and the Trust on the attainment and progress of all groups within in school

Objective 2
To ensure that our Connected Curriculum and wider school life reflect and celebrate diversity, including different cultures, faiths, backgrounds, family structures and positive role models.
To achieve this, we will:
<ul style="list-style-type: none"> • Continue to implement Jigsaw as a significant component of our PSHE (with RSE embedded) curriculum



- Continue to develop our RAW (Religion and Worldviews) curriculum and monitor the impact of the move to RAW from RE on the children's understanding of the views of others
- Ensure all subject leaders have reflected on opportunities to promote British values and protected characteristics in their subjects
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop children's advocacy skills so that they can detect bias and challenge discrimination
- Whole-school curriculum audit to identify and address representation gaps.
- Hold themed events and enrichment opportunities.
- Use inclusive assemblies to foster positive attitudes towards one another, and a sense of cohesion and belonging
- Offer opportunities for competition and celebrations, for example in sporting competitions and art displays
- Use Pupil Voice as a mechanism for exploring children's understanding of diversity and equality and to monitor understanding and sense of belonging.
- Promote engagement of visiting speakers to broaden children's perceptions of equality and diversity
- Ensure the school calendar and displays create opportunities to reflect and remember the importance of diversity, for example:
 - Little Big Hair Assembly
 - School Diversity Week
 - Anti-Bullying Week
 - Religious celebrations such as Diwali and Christmas
- Review the books and texts used across the curriculum to ensure a diverse range of role models are explored
- Ensure teachers of varied genders work with children in each year group
- Uphold our safer recruitment procedures, which includes applicants completing equality monitoring forms

Objective 3

To reduce persistent absence for disadvantaged children, children with SEND and other identified vulnerable groups so that attendance remains above national average.

To achieve this, we will:

- Robust attendance monitoring and early intervention.
- Close partnership working with families and external agencies where appropriate.
- Governor oversight of attendance data and trends.
- Have staff regularly trained on EBSNA practice and share this practice with wider support staff and teaching staff.
- Attendance team to meet weekly to discuss patterns, trends and support which can be put into place for any persistent absentees.
- Implement a staged response to absence
- Provide personalised attendance support plans for pupils at risk of persistent absence.



- Build strong, supportive relationships with parents and carers.
- Offer practical support where appropriate (e.g. referrals to external agencies, Early Help, or the Local Authority Attendance Team).
- Provide pastoral and emotional support where anxiety or wellbeing impacts attendance.
- Celebrate and recognise good and improved attendance.

Objective 4

To ensure all staff are confident and skilled in delivering inclusive teaching and promoting equality.

To achieve this, we will:

- Deliver annual equality and inclusion training for all staff.
- Provide ongoing professional development in adaptive teaching and unconscious bias awareness.
- Complete a review of recruitment and employment practices to ensure fairness and transparency.
- Deliver targeted CPD on adaptive teaching, SEND inclusion, trauma-informed practice, cultural competence, and unconscious bias.
- Include equality and inclusive practice as a standing element of safeguarding and statutory training.
- Monitor the use of adaptive teaching strategies to support disadvantaged children, children with SEND, and EAL learners.
- Regularly review school policies to ensure they promote equality and eliminate discrimination.
- Align appraisal objectives, where appropriate, with inclusive teaching standards.

