
Ranvilles Junior School Equality Policy

1. ACCESSIBILITY

This policy is available in large print or Braille. Please contact the school office who will be happy to arrange this for you.

2. PURPOSE OF POLICY

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture. For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

3. APPROVAL

Approval date: May 2024

Date of policy review: May 2025

4. **INTRODUCTION**

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty to promote community cohesion, i.e. developing good relations across different cultures and group and we appreciate that all duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

We want everyone in our school community to have the opportunity to fulfil their potential whatever their background, identity and circumstance. We recognise and celebrate difference within a culture of mutual respect and co-operation. Through a culture which promotes equality there is a strong sense of belonging and positivity shared by everyone in our school.

Our School Context

Ranvilles Junior School is located in an urban area of Fareham and is an averaged sized Junior School. The majority of pupils are from a White British background. The school has a very small minority of pupils who are eligible for free school meals, and a broadly average number of pupils with special educational needs and/or disabilities. At any one time, there are, on average, up to one quarter of the pupils from families linked with the military forces with many joining and leaving the school during the period of the school year.

The school community is mainly white British. We currently have 248 children on role. We have two children who are Looked After by the Local Authority. Some families are being supported by the Early Help Hub. The percentage of pupils known to be eligible for free school meals is 17%, which is in line with the national average. Attendance rates at the school for both authorised and unauthorised absence are consistently above the national averages. We have 12 children with an EHCP. Because we serve a mainly White British demographic, one of our main priorities is to develop an understanding of ethnicity and cultural and religious diversity within local, national and global contexts.

5. **REFERENCES**

- This policy has been drafted in reference to guidance available from Hampshire County Council Governor Services and Education Personnel Services.
- DfE guidance: Equality Act 2010 (available via DfE website)

6. **PRINCIPLES**

To fulfil our legal obligations, we are guided by a number of principles.

6.1 **All pupils, families and staff are of equal value**

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

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- Whether or not they are disabled
 - Whatever their ethnicity, culture, national origin or national status
 - Whatever their gender and gender identity
 - Whatever their religious and non-religious affiliation or faith background
 - Whatever their sexual orientation
 - Whatever their marital status
 - Whether they are currently pregnant or have recently given birth
 - Whatever their age
 - Whether or not they have a connection with the forces community

6.2 We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs and we respect the right that individuals have to determine their gender identity
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect individuals have the right to determine their own sexual orientation and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

6.3 We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- equality and eliminate unlawful discrimination for pupils, staff, parents, carers and others using school facilities or receiving services
- community cohesion
- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

6.4 We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff). We also maintain a separate Employment Equalities Policy.

6.5 We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6.6 We consult and involved to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

6.7 We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups. By community cohesion, we mean working towards a society in which:

- There is a common vision and sense of belonging by every sector of the community.
- The diversity of people's backgrounds and circumstances is appreciated and valued.
- Similar life opportunities are available to all.
- Strong and positive relationships exist and continue to be developed in the workplace, in our school and in the wider community.

We are committed to promoting community cohesion across:

- Our school community – the pupils it serves, their families and school staff.
- The geographical community within which our school is located – the people who live or work in that area and other schools in our development cluster.
- The UK community - all schools are by definition part of this community.
- The global community - formed by national and international links.

We want all of our pupils to:

- Feel happy and safe.
 - Experience a broad and balanced curriculum.
 - Develop lively enquiring minds and a love of learning.
 - Have opportunities to become talented contributors.
 - Be ambitious, independent learners.
 - Develop skills for participation and challenge assumptions.
 - Respect the rights of others and value themselves.
 - Have high self-esteem.
 - Be self-disciplined and courteous.
 - Be successful communicators.
 - Be successful and have their achievements celebrated.
- Value and care for others and their environment.
 - Develop respect for religious and moral values and acceptance towards ways of life which

differ from their own.

- Understand the world in which they live, human rights and the interdependence of individuals, groups and nations.
- Become responsible citizens and positive contributors to the international community.

We want all of our staff to:

- Contribute to high standards of teaching and learning.
- Be ambitious for all children.
- Be self-disciplined and courteous.
- Value and care for others and their environment.
- Develop professionally.
- Feel valued and supported.
- Be successful.
- Have job satisfaction.
- Enjoy a healthy work-life balance.

We want all of our parents and carers to:

- Feel welcome in school.
- Work in partnership with teachers and staff.
- Be well informed through two-way communication and 'transparency'.

We want all of our governors to:

- Work as professional friends and partners of our school.
- Know our school and staff well.
- Offer constructive advice.
- Promote our school in the wider community.

We want our wider community to:

- Feel welcome in school.
- Develop good relations with our school.
- Broaden our horizons.

6.8 We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found at in Appendix 1.

6.9 We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives at least every three years based on the evidence that we have gathered (principle 6.8) and the engagement we have been involved in (principle 6.6).

The objectives can be found in Appendix B in this policy and will be incorporated into the school development plan and take into account both national, county and school level priorities.

We will set ourselves new objectives every three years in alignment with the school development plan but keep them under review and report annually on progress towards achieving them.

7. **APPLICATION OF THE PRINCIPLES**

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Implementation

Our Equality Policy will be implemented through three key areas of our practice:

- Teaching, learning and curriculum – to teach pupils to understand others, to promote common values and to celebrate diversity, to promote awareness of human rights and of the responsibility to uphold and defend them and to develop the skills of participation and responsible action.
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
- Engagement and ethos – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

Teaching, Learning and Curriculum

We will ensure a high standard of teaching and learning that promotes common values and builds pupils' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds. Opportunities for discussing issues of identity and diversity will be integrated across the curriculum.

We will maintain a learning environment in which all pupils:

- Feel safe, valued and respected and develop a strong, positive sense of belonging.
- Enjoy the right to full, active participation in school life, knowing that their views and ideas are taken very seriously and their voice is heard.

We will ensure that all pupils enjoy opportunities to:

- Learn about the Rights of the Child and the responsibilities that these rights imply.
- Develop pride in their own identity and learn about and develop respect for the identities of other learners, of groups in the local community, of groups in the wider UK and in the wider world.

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- Have frequent opportunities to collaborate with others, sharing experiences, ideas and perspectives.
 - Develop a strong understanding and appreciation of what all human beings hold in common as well as respect for differences.
 - Develop skills of critical thinking, including the ability to recognise and challenge myths and stereotypes about people and places and to appreciate how people may see things from different viewpoints.
 - Develop the ability to empathise with the feelings and experiences of others, including those from different backgrounds from themselves.
 - Develop skills of mediation and conflict-resolution.
 - Develop understanding of community and diversity through first-hand cultural experiences that reflect and celebrate the diversity within UK society.
 - Develop a positive vision of a diverse, just and equitable society.
 - Develop the skills of democratic decision-making.
 - Learn about their own community, UK society including communities which contrast with their own and global society, including the challenges faced by these communities.
 - Learn about the major world faith traditions as well as non-religious moral world views, including the commonalities across faiths and world views as well as the diversity within individual faith traditions.
 - Learn about how inward and outward migration has shaped UK society and how movement of people has been an enduring feature of human history.

Equity and Excellence

Our school has a commitment to securing high standards of attainment for all pupils ensuring that pupils are treated with respect and supported to achieve their full potential. We will ensure that all pupils develop their abilities and talents to the full and enjoy equality of opportunity to participate fully in the life of our school through:

- Ensuring that we have full and accurate knowledge of the backgrounds of our children and their families, using this knowledge to inform our provision.
- Regularly monitoring and evaluating the academic, personal and social development of each child and of all the diverse groups that are represented in our school, taking effective steps where necessary to address underperformance and any differences in outcomes across groups.
- Using assemblies, classroom time and meetings of staff and governors to maintain a high profile of our commitment to equality of opportunity and social inclusion.
- Monitoring incidents of prejudice, bullying and harassment and addressing these.
- Ensuring that all stakeholders are aware of our commitment to equity for all, of our procedures for promoting these principles and for dealing with infringements.
- Ensuring that all stakeholders have confidence in our arrangements for tackling all forms of bigotry, racial and other prejudice, discrimination, bullying and harassment.
- Regularly monitoring patterns of discipline, including exclusions, by pupil group and taking any action necessary to ensure equity and inclusion.
- Promoting the value of linguistic diversity and celebrating the diverse language skills of our school community, including heritage languages.
- Taking steps to enable pupils to encounter a range of positive role models including those that do not conform to stereotypes of age, gender, ethnicity, disability and social class.

Engagement and Ethos

Our school is fully committed to promoting cohesion within our local community, the wider UK community and global community. We will:

- Ensure our core values and vision of inclusion and equality are regularly communicated.
- Ensure that as a school we have full and accurate knowledge of the backgrounds of our children and their families and of the main socio-economic features of our local community and its relationship with wider UK society, using this knowledge to inform our provision.
- Work together with community representatives bringing them into school to work with the pupils, ensuring that pupil voice is heard and able to effect change.
- Ensure that all pupils have opportunities to engage with members of their local community, from contrasting parts of the UK and from countries around the world, reflecting the diversity of these communities.
- Maintain strong links and multi-agency working between our school and other local agencies, such as the youth support service, the police and social care and health professionals.
- Ensure that our school is aware of changing patterns of migration into and from our local community and takes steps to engage with and support groups that are new to our community.
- Take rigorous steps to ensure that all parents and carers regard our school as open, welcoming and accessible and explore all possible ways of engaging all parents and carers and involving them in the life of the school e.g., coffee mornings, curriculum evenings, open-mornings, parent and child courses and family liaison work.

Our school is committed to being a model employer and this policy therefore outlines how the duties relating to recruitment and employment practices will be met. We will develop appropriate support and training and make it available for all staff, including governors, to develop their practice in equalities and diversity work.

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff to ensure decisions are free from discrimination. We ensure that, wherever possible, the staffing of our school reflects the diversity of our community.

8. ROLES AND RESPONSIBILITIES

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Governing Body has set out its commitment to equal opportunities in this policy and it will continue to do all it can to ensure that our school is fully inclusive to pupils and stakeholders and responsive to their needs based on race, gender and disability.

The Governing Body will:

- Seek to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender, disability or other factors.

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- Ensure performance management of staff is undertaken in a fair and equitable process.
 - Take all reasonable steps to ensure that our school environment gives access to people with disabilities and also strive to make school communications as inclusive as possible for parents, carers and pupils.
 - Welcome all applications to join our school, regardless of socio-economic background, race, gender or disability.
 - Ensure that no child is discriminated against whilst in our school on account of their race, sex disability or other factors.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

The Headteacher will:

- Implement the school's Equality Policy, supported by the Governing Body.
- Ensure that all staff are aware of the Equality Policy and that teachers apply these guidelines fairly in all situations.
- Ensure that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- Promote the principle of equal opportunity when developing the curriculum and promote respect for other people and equal opportunities to participate in all aspects of school life.
- Treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs
- Ensure that all pupils are treated fairly, equally and with respect and will maintain awareness of the school's Single Equality and Cohesion Policy.
- Strive to provide material that gives positive images based on race, gender and disability and challenges stereotypical images.
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher. Support the work of other staff and encourage them to intervene in a positive way against any discriminatory incidents.

All parents and carers are expected to:

- Adhere to this policy.
- Treat everyone in our RJS family and beyond fairly, equally and with respect.
- Be a positive role model for children with regard to tolerance and acceptance.
- Challenge prejudice, racism or homophobia

Tackling Discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within our school environment. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic language and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher/Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the Governing Body and Local Authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors, such as socioeconomic status, can take many forms. A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

- Physical assault against a person or group because of their race ethnicity, nationality, disability, sexual orientation, gender or socio-economic status.
- Use of derogatory names, insults and jokes.
- Racist, sexist, homophobic or discriminatory graffiti.

- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia.
- Bringing discriminatory material into school.
- Verbal abuse and threats.
- Incitement of others to discriminate or bully due to victim's race, disability, gender, sexual orientation or socio-economic status.
- Discriminatory comments in the course of discussion.
- Attempts to recruit others to discriminatory organisations and groups.
- Ridicule of an individual for difference e.g., food, music, religion, dress etc.
- Refusal to co-operate with other people on grounds of race, gender, disability, sexual orientation or socio-economic status.
- Exclusion from groups and games.
- Unwanted comments.

Responding to and reporting incidents

- It should be clear to pupils and staff how they report incidents. All staff, teaching and nonteaching, should view dealing with incidents as vital to the well-being of the whole school. A suggested procedure for responding and reporting is outlined below (alternatively the school Complaints Policy will be followed):



Monitoring and Evaluating

A range of information, including quantitative and qualitative data, will be used to monitor and evaluate the implementation and the impact on all groups. This will include:

- Pupil attainment and achievement.
- Access to the curriculum and subject areas.
- Exclusions from school.
- Exclusions from areas of the curriculum, including school trips and extra-curricular activities.
- Behaviour, rewards and consequences.
- Analysis of racist incident report forms.
- Feedback from consultations with parents, carers, pupils, governors and the Local Authority.
- Parent/carer engagement in learning.
- Parent/carer attendance at parents' evenings.
- Staff recruitment, retention and career development.

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- Applicants for employment, training and promotion.
 - Staff satisfaction.
 - Flexible working arrangements.
 - Sexual and sexist harassment.
 - Grievance and disciplinary procedures.
 - Pay Policy and staff structure.
 - Extended services.
 - Equality Impact Assessments.
 - OfSTED reports on our school's educational provision and standards.

Progress through the policy will be monitored by the Senior Leadership Team and Governing Body alongside the School Improvement Plan.

Publishing

Schools are required to publish information to demonstrate how they are complying with the Public Sector Equality Duty (PSED) and to prepare and publish equality objectives. Any published information must be updated at least annually and objectives must be published at least once every four years.

Published information does not necessarily have to be statistical data and can include policies and minutes of Governing Body meetings.

The Single Equality and Cohesion Policy and other relevant school policies will be published on the school websites, with hard copies available on request.

Annual information on compliance with the PSED will be published on the school websites. The school will seek to raise awareness through the school newsletter, in assemblies and staff meetings. We will make all communications available in additional formats as requested, including, but not restricted to, large print and languages other than English.

As the school has less than 150 staff, the Governing Body does not publish information in

Appendix 1

Numbers correct at the time of publishing

Ethnicity	Enrolment	% of Total
Any Other Asian Background		
Any Other Black Background		
Any Other Mixed Background	*	*
Any Other White Background	7	2.8
Asian and Any Other Ethnic Group		
Asian – Other		
Bangladeshi		
Black – African	2	0.8
Chinese	*	*
Filipino		
Gypsy/Roma		
Hong Kong/Chinese		
Indian	2	0.8
Information Not Yet Obtained		
Other Mixed Background		
Other White British		
Pakistani	*	*
Thai		
Traveller – Irish Heritage		
White - British	224	90.3
White - English	2	0.8
White - Irish		
White and Any Other Asian Background	*	*
White and Any Other Ethnic Group		
White and Asian		
White and Black African	2	0.8
White and Black Caribbean	3	1.2
White Eastern European		
White European		
White Western European		
White - Other		

Demographics	Enrolment	% of Total
Female	127	51
Male	121	49
Compulsory School Age (5 - 15)	248	100
EAL	8	3.2
In Year Admission	11	4.5
Mobile (Y5 & Y6)	0	0
Out Of Age Group Cohort	0	0
SEN	50	20
Disadvantaged	48	19.5
Ever 6 FSM	43	17
Ever 6 Service Child	65	26
EYPP Recipient	0	0
FSM	43	17
Gypsy / Roma / Traveller	0	0
Pupil Premium	107	43
Service Child	64	25.7
Looked After (In Care)	*	*

Appendix 2: Equalities Objectives

Secure and Happy Individuals

To ensure all pupils feel secure and represented as individuals; extend children's awareness of cultural and ethnic diversity.

Talented Contributors

Provide regular opportunities for pupils to share their knowledge and understanding of people who celebrate diversity, promote positivity and have an impact on the world; learn with and from each other.

Ambitious Learners

Facilitate a diverse range of learning opportunities and resources for pupils with SEND, ensuring they have access to a broad and balanced curriculum.

Responsible Teammates

Through Ranvilles SMSC curriculum, learn and appreciate the diversity of the world; understand local, national and international need based on geographical and human impact and actions.

Successful Communicators

'Be you...Explore...Excel...' articulate values and opinions with respect and responsibility appreciating the uniqueness of individuals and equal opportunities.