



# Ravensdale Junior School Equality Objectives Action Plan 24-25



**At Ravensdale Junior School, Governors and school leaders will fulfil the Public Sector Equality Duty** by giving it relevant and proportionate consideration. In policy development, decision making and in carrying out school functions leaders will seek to:

- Eliminate discrimination and other conduct that is prohibited by the act
- Advance equality of opportunity between people who share protected characteristics and people who do not share it
- Foster good relations across all characteristics (age will be considered as an employer rather than between pupils)

## **Protected characteristics include:**

- Sex
- Sexual Orientation
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or belief
- Age



Through our curriculum, assemblies and many informal conversations our pupils are taught to be:

- Understanding of others.
- Celebratory of cultural diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

We regularly review our curriculum and take account of pupil, staff and parental feedback which informs our self-evaluation processes

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

**Dealing with prejudice**  
**Protected Characteristic: Disability**

<b>Identified concern, with evidence</b>	<b>Equality objective</b>	<b>Actions for improvement, with timescales</b>	<b>Staff responsible</b>	<b>Success criteria</b>	<b>Review</b>
There have been several reports of bullying where children with SEND have been targeted by a very small number of pupils. Most of the pupils demonstrating bullying behaviour also have SEND. This has been reduced by putting in support for these pupils during unstructured times, but we want to move to coaching the pupils so that they interact appropriately with all pupils without support.	To ensure pupils understand why SEND bullying is wrong. The perpetrator will be appropriately sanctioned and both the perpetrators and victims will be supported.	To improve teaching around prejudice and bullying, with SEND specifically being addressed – this will be done via assembly in the Autumn term and through R time in the classroom.  To improve the resources we have in school to provide a programme of support for pupils who bully by April 2025.	The headteacher, welfare support and PSHE lead.	The number of prejudice-related incidents of SEND bullying will decrease significantly.	To be reviewed in the Spring and Summer terms.

**Celebrating diversity**  
**Protected characteristic: all groups covered**

<b>Identified concern, with evidence</b>	<b>Equality objective</b>	<b>Actions for improvement, with timescales</b>	<b>Staff responsible</b>	<b>Success criteria</b>	<b>Review</b>
The school is working hard to celebrate the contributions of individuals with different protected characteristics through the curriculum. However, this restricts coverage to certain topics. Throughout the year, we will aim to celebrate further people and events involving a number of protected characteristics through whole school enrichment days.	To ensure that the school celebrates the range of people with protected characteristics in history.	To plan enrichment days where important figures in history with protected characteristics are celebrated. To ensure that a range of characteristics are covered.	DEIB and history lead	Pupils will have a greater depth of understanding around the contributions figures with protected characteristics have had on the world and specifically UK.	Summer term.

**Supporting inclusion**  
**Protected characteristic: Race**

<b>Identified concern, with evidence</b>	<b>Equality objective</b>	<b>Actions for improvement, with timescales</b>	<b>Staff responsible</b>	<b>Success criteria</b>	<b>Review</b>
The school has a significant percentage of Pakistani Muslim families, but very few opt for their children to attend residential visits.	To ensure that the visits are as accessible as possible for these families.	Find out from the families what we could put in place which would enable their children to attend residential. EVC to speak	EVC and DEIB lead	The same percentage of Muslim children will attend the residential visit as	To be reviewed in Summer term.
		to families directly to find out what we could do		in the school as a whole.	