Knowsley Junior School

Race & Equality Policy



2026

Adopted & ratified by full governing body: June 2026

Next review due: June 2027

Dovestone
LEARNING PARTNERSHIP

Knowsley Junior School

Race and Equality Policy

1. Introduction

At Knowsley Junior School we believe that every child, member of staff and members of our community should feel valued, respected and safe. We recognise and celebrate that our society is made up of many different racial, ethnic, cultural and linguistic groups, and that diversity brings strength to our school community. We are committed to promoting equality of opportunity, community cohesion, and to removing barriers to learning and participation.
This policy sets out how we meet our legal obligations under the Equality Act 2010 (EA 2010), the Data Protection Act 2018 and UK GDPR, and comply with the Public Sector Equality Duty (PSED). It should be read and used alongside our other policies (see Section 16).

We believe that promoting equality, diversity and inclusion matters not only because it is the law, but because it is a moral imperative and essential to the wellbeing, progress and attainment of all our pupils. We aim to dismantle any form of discrimination, direct or indirect, and to foster an environment where all pupils can flourish.

2. Legal Framework and Our Core Duties

Under the Equality Act 2010 and the Public Sector Equality Duty, our school must have "due regard" to the need to:

- **Eliminate** unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act; (GOV.UK)
- **Advance** equality of opportunity between people who share a protected characteristic and those who do not; (GOV.UK)
- **Foster** good relations between people who share a protected characteristic and those who do not. (GOV.UK)
  The protected characteristics under the Act are: age (staff only), disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, and marriage and civil partnership (staff only). (GOV.UK)
- **Comply** with the Prevent Duty under section 26 of the Counter-Terrorism and Security Act 2015 by actively promoting fundamental British values, building pupils' resilience to radicalisation, and ensuring that any concerns relating to extremism or radicalisation (including those linked to race, religion or belief) are identified early and referred appropriately.

We recognise that Knowsley Junior School has three core functions in meeting these duties: our role as an educator (for pupils), our role as an employer (for staff) and our role as part of the wider community. We will publish information annually about how we are meeting these duties and will set specific, measurable equality objectives every four years (or sooner) and review them more frequently. In addition, we comply with the obligations set out in the Data Protection Act 2018 and UK GDPR in our collection, use and storage of personal data (see Section 15).

3. School Context and Values

Our school values (e.g., Respect, Responsibility, Kindness, Aspiration) underpin everything we do. We value the individuality of every child and are committed to giving all our children the best possible opportunity to achieve the highest standards. We recognise that children come from diverse ethnic, cultural, linguistic, religious, and socio-economic backgrounds, and we are committed to ensuring that this diversity is reflected in the school's culture, ethos and curriculum. We do not tolerate bullying, harassment or discriminatory behaviour of any kind.

We aim to ensure that our school reflects the multi-ethnic, multicultural and global nature of our society and that the education we offer promotes positive attitudes to all people.

4. Policy, Leadership and Management

The policy will be approved by the Governing Body and reviewed regularly. The Headteacher and Senior Leadership Team are responsible for ensuring that this policy is implemented, communicated and monitored. All staff (teaching, support, supply) and governors share responsibility for ensuring that the policy is applied in practice.

All staff are expected to recognise, challenge and act on racial, religious, gender-based, disability-related and any other prejudice, stereotyping or discriminatory behaviour. The school will ensure that all staff and governors receive appropriate training (initial and ongoing) on equality, diversity, unconscious bias, inclusive practice and safeguarding.

The school also ensures that when we commission external providers, contractors or partners, we do so in a manner which is consistent with our equality, diversity and inclusion commitments (procurement and partnership duty).

Any adult witnessing or informed of an incident involving discrimination, harassment or bullying on the grounds of race, ethnicity or any other protected characteristic must act promptly in line with the school's procedures. Racial or hate-based incidents will be treated as a safeguarding concern where appropriate, and recorded and monitored.

All staff and governors receive regular training on equality, diversity, unconscious bias, inclusive practice, cultural competence, the Prevent Duty, and safeguarding, including how to recognise and respond to indicators of extremism or radicalisation.

The Governors will receive regular reports about equality, diversity and inclusion, including data and incidents, and will ensure that this policy and its implementation are scrutinised.

5. Curriculum, Teaching and Assessment

We ensure that our curriculum is inclusive and promotes understanding of, and respect for, diversity. Specifically:

- We provide equality of access for all pupils and prepare them for life in a diverse society.
- We use teaching materials and resources which reflect a range of cultural backgrounds, and avoid stereotyping or tokenism.
- We promote attitudes and values which encourage respect for difference and challenge prejudice, bias and discriminatory language or behaviour.
- We actively celebrate cultural, religious and linguistic diversity through themed days, assemblies, displays and events.
- Incorporate teaching about fundamental British values (democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs) across the curriculum in an age-appropriate way, in line with the Prevent Duty.
- Use positive action where lawful and necessary (for example, targeted interventions, mentoring, or additional resources for specific ethnic or EAL groups that data shows are under-achieving) to advance equality of opportunity.
- We monitor attainment, progress and participation across all pupil groups (including those by ethnicity, race, disability, gender, EAL status, socio-economic background) and use this information to plan future learning and take targeted action to address any disparities.
- We make best use of all available resources to support the learning and participation of all pupils.
- Where children have English as an Additional Language (EAL), we use appropriate support services, assessment frameworks and teaching strategies to ensure they access the curriculum and achieve their full potential (in line with our EAL policy). This section should be read alongside our SEND policy, EAL policy, and curriculum policy.

6. Admission, Attendance and Behaviour

We ensure that all admissions, attendance and behaviour arrangements are applied fairly and consistently, and do not disadvantage any group of pupils because of race, ethnicity, disability, religion or any other protected characteristic.
The school follows the Local Authority's admission policy which does not permit race, sex, colour, disability, religion or belief, sexual orientation or gender reassignment to be used as criteria for admission.

If we identify significant differences in patterns of attendance, behaviour (including exclusion) or exclusion rates for particular groups of pupils, we will investigate the underlying causes and take action to remove barriers, promote participation and improve outcomes.

Pupils' names will be accurately recorded and correctly pronounced. Pupils will be encouraged to accept and respect names from all cultures, and the correct pronunciation of names will be modelled by staff.

7. Pupils' Personal Development, Attainment, Progress and Environment

We monitor attainment, progress, attendance and personal development across all groups of pupils (including by ethnicity, gender, disability, EAL status, socio-economic background). Where any group appears to be at risk of under-achievement or disadvantage, we will take prompt action (for example, targeted support, intervention, mentoring) and monitor the impact of that action.
We promote inclusive participation in extracurricular activities, trips and events—ensuring that these are open to all children and that arrangements (e.g., timing) enable children with religious observances or other commitments to participate.
In our environment we will:

- Create an ethos in which pupils and staff feel valued and secure.
- Build self-esteem and confidence in pupils, enabling them to develop positive relationships.
- Have consistent expectations of pupils' behaviour, effort and achievement.
- Remove or minimise barriers to learning so that every pupil can achieve their best.
- Actively tackle all forms of discriminatory behaviour, including harassment and bullying, and promote racial equality and equality of opportunity across all aspects of school life (in prospectus, newsletter, displays, website).
- Make clear what constitutes unacceptable behaviour and ensure that pupils and staff feel confident to challenge it.

8. Incidents, Reporting and Response

Any incident of discrimination, harassment, bullying or victimisation on the basis of race, ethnicity or any other protected characteristic will be taken seriously. This includes physical assault, verbal abuse, damage to property, exclusion from activity, or non-cooperation or derogatory comments in lessons or the expression of extremist views, promotion of racial or religious hatred, or any behaviour that could indicate vulnerability to radicalisation.

Procedure:

1. The adult who witnesses or is informed of the incident stops it (if safe to do so) and ensures the pupil(s) affected are supported.
2. The adult records the incident (on the school's CPOMS system or appropriate incident log) and reports it to the Headteacher or a member of the Senior Leadership Team.
3. The Headteacher/Senior Leader will ensure the incident is investigated, pupils involved are spoken to, the relevant staff are informed, and appropriate sanctions/support are applied.
4. Parents/carers of the victim and, where appropriate, of the perpetrator will be informed.
5. The incident and outcomes will be logged, monitored and reported (termly) to governors as part of the equality and diversity monitoring. Trends will be analysed to identify any underlying issues and to ensure corrective action is taken.
6. The school will ensure follow-up, including support for the victim, reflection/learning with the perpetrator (e.g., restorative practice), and wider learning opportunities if needed (e.g., class discussion).
7. Where an incident involves potential extremist views or radicalisation risks (including race- or religion-related extremism), the Designated Safeguarding Lead will consider whether a referral to the Local Authority Prevent team or Channel panel is required, in line with the school's Prevent risk assessment and safeguarding procedures.
8. The school will feed any required learning into staff training and behaviour policy review.
   This procedure is linked to the school's Anti-Bullying policy, Behaviour policy and Safeguarding policy.

9. Parents, Governors and Community Partnership

We recognise that the school is part of a wider community and that effective equality, diversity and inclusion work requires partnerships with parents, carers, community groups and other agencies.
We will:

- Keep governors informed about the school's progress in promoting equality, diversity and inclusion, including the outcomes of our monitoring and impact of our equality objectives.
- Engage with parents, pupils and community stakeholders (via surveys, focus groups, newsletters, website) to seek their views and involvement in equality and inclusion work.
- Share information with the wider community about how our curriculum and extra-curricular opportunities support inclusion, cultural awareness and community cohesion.
- Ensure our policies, events and partnerships reflect our commitment to equality and that the diversity of our school community is recognised and celebrated.

10. Staffing – Recruitment, Training and Professional Development

In our role as employer we are committed to recruiting, developing and retaining a diverse workforce which reflects the community we serve. We will:

- Monitor recruitment, promotion, retention and training outcomes by protected characteristic (where applicable) and report this to governors.
- Ensure that recruitment processes and selection criteria are free from bias, and structured on merit and suitability for the role.
- Provide high quality training and development opportunities for all staff and governors on equality, diversity, inclusive practice, unconscious bias, EAL, SEND, cultural competence and safeguarding.
- Ensure staff and governors are aware of their legal responsibilities under the EA 2010, PSED and related guidance, and that these responsibilities inform their practice and professional development.

11. Procurement, External Providers and Partnerships

The school discharges its functions (including purchasing services and engaging external providers) in a manner consistent with the PSED. We will ensure that any contractors, suppliers or partners we work with share our commitment to equality, diversity and inclusion, and we will monitor such partnerships for compliance where relevant.

12. Monitoring, Evaluation and Review

To ensure that this policy is effective and has impact, we will:

- Collect and monitor relevant data (e.g., pupil attainment, progress, attendance, exclusions, behaviour incidents, workforce by protected characteristic) at least annually.
- Analyse this data to identify trends, disparities or under-performance for particular groups; investigate causes and take corrective action.
- Review the impact of our equality objectives and update them as necessary at least every four years (or sooner if needed).
- Report termly (or at least annually) to the Governing Body on equality, diversity and inclusion, including outcomes of analysis and actions taken.
- Review this policy every three years (or sooner if required by legislative or school context change).
- Audit of policy implementation (see Appendix A: Equality Audit Table).
- Seek stakeholder feedback (pupils, staff, parents, community) to assess how inclusive the school culture is and whether further improvements are needed.

13. Linked Policies

This policy should be read alongside the following school documents:

- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding & Child Protection Policy
- SEND (Special Educational Needs & Disabilities) Policy

- Data Protection Policy
- Safer Recruitment Policy
- Curriculum Policy
- Community Cohesion Policy
- Staff Code of Conduct
- Lettings Policy
- Relationships, Sex and Health Education (RSHE) Policy

(Links to these policies can be found on the school website)

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

What ?	Probable Content	Why ?	Who ?	Where ?	When ?
Names Ethnicity	Progress tracking Racial incidents	For school information & monitoring In line with policy and safeguarding	Class teacher Assessment lead Headteacher	School trackers CPOMS	Held on file throughout a child's time at school.

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
	✓	