



**Ravenbank Equality Audit  
February 2026**

	Aspects of the school to consider	Where/when does this happen?	Flag for action to be taken?
<b>MONITORING AND EVALUATING ATTAINMENT</b>	Ravenbank has effective procedures in place to monitor patterns of attainment as young people progress through their education. Results are analysed by various relevant characteristics (e.g. ethnicity, gender, social class etc.) that may reveal indirect discrimination. Strategies are in place to tackle achievement gaps.	Pupil progress/data analysis meetings with all teachers. Reports to governors. National data comparisons also shared with governors.	
<b>MONITORING AND EVALUATING OPPORTUNITIES, ACADEMY EXPERIENCE AND ACHIEVEMENTS</b>	Ravenbank has effective procedures in place to monitor responses to, participation and success in wider educational and social experiences. Patterns that do not reflect the wider population of the academy are investigated.	Questionnaires are regularly distributed to stakeholders. Pupil voice surveys are carried out and the results are shared.	
<b>INCLUSION INDICATORS</b>	Ravenbank has effective procedures to monitor inclusion indicators such as attendance, behaviour, admissions and transfers, harassment incidents (including racist, religious and homophobic), disciplinary sanctions including exclusions. Patterns that do not reflect the wider population of the academy are investigated.	Behaviour and harassment incidents - serious or persistent offenders are logged on CPOMS. Parents informed. IBP if required. Disciplinary sanctions including exclusions –as per the Behaviour Policy. Patterns that do not reflect the wider population of the academy are investigated.	



<b>WELCOMING INDUCTION</b>	Ravenbank has effective procedures to welcome and integrate new arrivals. All academy staff understand their responsibilities in this process.	Staff induction paperwork held on file.	
<b>RESPONSIBILITIES UNDERSTOOD</b>	Governors and school leaders ensure that all staff understand their duties to implement equalities legislation as it applies throughout school activities.	Inclusion is a focus of the school development plan to ensure this aspect of our provision is of a very high standard.	
<b>DIVERSE ROLE MODELS</b>	Efforts are made to ensure that all learners encounter role models representing a wide range of the population including those who do not conform to stereotypes of age, gender, ethnicity, occupation and those from backgrounds different from their own. Contacts with groups who are not represented in the immediate community are especially sought.	Visiting speakers. Assemblies to promote a range of role models from differing backgrounds. Working with parents to invite them in to support our drive to ensure the curriculum represents all. Subject leads to evaluate diversity within their subject areas.	
<b>REPRESENTATIVE STAFF AND GOVERNORS</b>	Efforts are made to ensure that the governing body and staffing are broadly representative of the different groups in the local community.	As per constitution.	
<b>BEHAVIOUR FOR POSITIVE RELATIONSHIPS</b>	All members of the school know that behaviour which undermines positive relationships (including threats of violence, abuse, discriminatory behaviour and bullying) is dealt with firmly and	Behaviour incidents are logged on CPOMS. Parent meetings if necessary. IBPs are created if necessary. Anti-bullying week is carried out every year.	



	effectively following policy.	Children are reminded of positive behaviours regularly via assemblies.	
<b>ADMISSIONS PROCEDURES</b>	The admissions authority complies with the admissions code and ensures that admissions policies do not unfairly disadvantage any group.	The admissions authority complies with the admissions code and ensures that admissions policies do not unfairly disadvantage any group.	
<b>EQUALITIES LEGISLATION</b>	All staff know their legal duties under equalities legislation and are aware of the systems within the school to deal with incidents of discrimination.	Policies reviewed regularly by staff and governors and are shared.	
<b>PROFESSIONAL DEVELOPMENT</b>	Senior leaders have identified the areas of professional development needed for the workforce to improve the equity and excellence.	Further training on inclusive teaching for all staff as part of the School Development Plan.	
<b>STUDENT VOICE</b>	Students develop the skills to contribute to the evaluation and improvement of equal opportunities within the school. Their contributions are welcomed and acted upon.	School council Happiness Heroes Pupil leadership roles- Year 6 prefects, OPAL ambassadors, lunch leaders, red hats.	