

Romanby Primary School

Equality Information and Objectives Statement

Opening statement

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

Dealing with prejudice and celebrating diversity

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

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

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.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days.
- Inviting guest speakers to talk to pupils about diversity.
- Incorporating lessons about diversity into the curriculum.

Equality and dignity in the workplace

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Inclusion, Diversity and Representation

When developing this equality information and the equalities objectives, the school is clear that this is a process which must be informed by the involvement of all participants such as pupils, parents, school staff, governors and external agencies. This will ensure that the school gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This information and equalities objectives will be informed, therefore, by:

- the views and aspirations of pupils themselves from different social identity backgrounds;
- the views and aspirations of parents of pupils from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;
- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;
- the priorities in the North Yorkshire Children and Young People's Plan.

Closing statement

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.

The school's Equality Information and Objectives Policy further outlines the school's policy regarding equality.

Equality objectives statement action plan

EQUALITY OBJECTIVE 1:						
To increase the confidence of staff in adapting the curriculum for the needs of individual children.						
Success criteria <ul style="list-style-type: none"> – Children accessing all areas of the curriculum – Raised confidence of teachers in strategies for adaptive teaching and increased pupil participation. – Raised confidence of TAs as above. – All staff aware of individual pupils' needs. 						
Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
a. Undertake audit of teaching staff training needs on curriculum access b. Assign time to training identified e.g. dyslexia, adaptive teaching, alternative recording.	SENCo Headteacher	May 2025	May 2026	Course costs, Staff Meeting time	Designated Governors and Headteacher report to Governors	
Ensure TAs have access to specific training on disability issues. a. Use staff audit to identify TA training needs and inform Professional Development process. b. TAs to access relevant CPD courses each year	SENCo	May 2025	May 2026	Course costs, TA Meeting time	Designated Governors and Headteacher report to Governors	Linked to appraisal objectives as well as SDP.
Ensure all staff are aware of individual children's needs e.g. children with medical conditions have up to date health care plans and support needed to enable them to access curriculum, notes on ScholarPack/Arbor MIS identify support needs	Class teachers Office Staff	May 2025	May 2026	Staff Meeting time	Designated Governors and Headteacher report to Governors	ScholarPack/Arbor updated.

To provide specialist equipment to promote participation in learning by all pupils. Assess the needs of the children and provide equipment as needed, e.g. special pencil grips, headphones, writing slopes etc.	Class teachers SENCo	April 2025	Ongoing	SEN budget	Designated Governors and Headteacher report to Governors	Resources purchased to support learning.
To meet the needs of individuals during assessments. Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed. Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Class teachers	April 2025	Ongoing	PPA time	Designated Governors and Headteacher report to Governors	STA updates shared, all staff aware of the range of support available.

EQUALITY OBJECTIVE 2:

All children have a greater awareness of the diversity of cultures and communities in the United Kingdom and the wider world.

Success criteria

- Children accessing all areas of the curriculum
- Raised confidence of teachers in strategies for differentiation and increased pupil participation.

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
Review all curriculum areas, including assemblies, to ensure the inclusion of diversity issues.	Headteacher/Subject leaders	April 2025	April 2026	Staff Meeting time, Curriculum Maestro Licence £950,	Designated Governors and HT	
Renew UNICEF Rights Respecting School Gold Award	PSHE Coordinator	March 2024	March 2027	Leadership Time UNICEF fee	SLT	

Develop Personal, Social, Health and Citizenship Education (PSHE) curriculum to address diversity equality issues using Kapow PSHE scheme.	PSHE Coordinator	April 2025	April 2026	Staff Meeting time Kapow PSHE Licence £220	SLT	
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EQUALITY OBJECTIVE 3:

To deliver targeted support we plan to use activities and resources to meet the specific needs of disadvantaged pupils, including those with SEND.

Success criteria

- See School Improvement Plan