



Equality Information and Objectives Statement

Ribblesdale School is an inclusive school in which we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We welcome our duties under the equality Act 2010 and believe that it provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and the underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Ribblesdale School 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.

Our approach to equality is based on the following 7 key principles that aim to eradicate discrimination

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin, or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, and visit here.

3. Through the Ribblesdale Way, we foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities who are different from each other.

4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development⁵

6. We ensure that we provide an inclusive curriculum that enables us to have the highest expectations of all our children. We believe that all pupils can achieve to their highest potential with the right support and opportunities in place.

7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

We also 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 promoting the Ribblesdale Way:

- Respect
- Inspire
- Be Kind
- Be Proud
- Invest in learning
- Excel

We are committed to having a balanced, diverse and inclusive curriculum and 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, in line with the schools Behaviour For Learning and Anti-Bullying Policy.

Behaviour, Exclusions and Attendance

The school policy on Attendance and Behaviour for Learning takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of overrepresentation of separate groups and act promptly to address concerns.

The school challenges all form of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality. We treat all bullying incidents equally seriously and we review this data termly and take action to reduce incidents as required.

Diversity, representation and inclusivity

We understand the needs of our school population very well and regularly collect and analyse data to inform our planning and identify targets for improvement. We have procedures, working in partnership with parents and carers, to identify children who have a disability or other needs, through our pupil admissions meetings and transition process.

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary. We use a range of teaching and learning strategies that ensures we meet the needs of all pupils, and we provide support to pupils at risk of underachieving

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality. In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example: - disabled and non-disabled people - people of different ethnic, cultural and religious backgrounds - girls and boys

Our Accessibility Plan is designed to increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and improve the availability of accessible information to disabled pupils. Positive Action We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

What we are doing to foster good relations

Through My Future Matters, we prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development.

We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour through our Form Time Personal Development Curriculum (Character Matters).

We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through RE, PHSE and citizenship and across the curriculum utilising materials and resources that reflect the diversity of the school, population and local community (in terms of race, gender, sexual identity and disability).

Opportunities are provided for pupils to appreciate their own culture, celebrate the diversity of other cultures and we include the contribution of different cultures to world history and that promote positive images of people. Pupils are also actively encouraged to listen to a range of opinions and empathise with different experiences which promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events

We review and respond based on relevant feedback from parent questionnaires, parents' evenings, consultation events. We also secure and analyse responses from staff surveys, staff meetings and training events.

What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school. We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

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.

Equal Opportunities for staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles in all aspects of staffing and employment.

- All staff appointments and promotions are made based on merit and ability and in compliance with the law. We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Monitoring and reviewing the policy

We review the information about equalities in the policy annually and adjust as appropriate or sooner in response to changes in legislation or school priorities. In addition, we review our Equality Objectives and adapt as needed.

Our Equality Objectives for 2024-2025 are:

- To continue to actively celebrate diversity and to further engender our culture of appreciation for individual differences
- To narrow the gap in outcomes and persistent absence for disadvantaged pupils

Review date: October 2024

