

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools, Academies and Settings:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act** By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. **Foster good relations between people who share a protected characteristic and those who do not** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

At the Rothwell Schools has considered how well we currently achieve these aims with regard to the eight protected equality groups: race, disability, sex, gender reassignment, age, pregnancy and maternity, religion and belief and sexual orientation.

In compiling this equality information we have:

- Identified evidence already in the setting/centre of equality within policies and practice and identified gaps
- Examined how our setting/centre engages with the protected groups, identifying where practice could be improve

Protected Characteristics	Aims of General Duty		
	Evidence and engagement with protected groups in order to eliminate unlawful discrimination, harassment and victimisation	Advancing equality of opportunity and engagement with protected groups	Foster good relationships and engagement with protected groups in order to develop good relationships
Race	<ul style="list-style-type: none"> Reporting system for incidents of racism which are logged and reported to the Governing body termly Children of all races given the same opportunities in school Staff undertaken regular Equality and Diversity training Policies in place to eliminate discrimination: inclusion, behaviour, equality duty People are employed regardless of race 	<ul style="list-style-type: none"> Analyse data to look for patterns in ethnicity and first language-identify area Curriculum reflects the context of our school Children with differing backgrounds feel included throughout the school Identified families with English as an additional language to support integration Adults from different backgrounds approach the school freely RE & PSHE syllabus celebrates people of different racial origins 	<ul style="list-style-type: none"> Range of multi-cultural books included in the library Diversity reflected in school reading scheme Identified Assistant Headteacher to support EAL pupils and families within school Multi-cultural events held throughout the year to celebrate the diverse cultures in our society Opportunities to celebrate family life included in curriculum Links with other schools in different countries/areas Intercultural understanding taught through language and other areas of curriculum Parent support worker available to liaise with parents from all backgrounds and develop relationships and feel part of the community Culture of different families shared & celebrated
Disability	<ul style="list-style-type: none"> Disabled pupils are included in all school events School facilities are accessible to all disabled users All visitors to school events are welcomed and provision is made for 	<ul style="list-style-type: none"> Modified and adapted curriculum to promote inclusion eg physio, OT, swimming Accessibility up to date Engage positively other agencies to support when needed Reasonable adjustments made for anyone with disabilities 	<ul style="list-style-type: none"> Knowledge of our parent body means we cater for needs Images for PE reflect a range of abilities PHSE, Circle time, assemblies to support understanding of different needs Use of medical questionnaire for all children with follow up on entry Inclusion lead support in place as required

	<ul style="list-style-type: none"> • Employment Law is followed in recruitment processes to prevent discrimination • Trust as an employer has agreed to the commitments of the Disability Confidence Committed programme • Policies in place to eliminate discrimination: inclusion, behaviour, equality duty and disability accessibility action plan • Disability access within the school buildings e.g. lifts, ramps, wider door ways, car parking space, toilet facilities 	<ul style="list-style-type: none"> • Adaptations made for staff: risk assessment and occupational health involvement if required to give additional recommendations and support • Adaptations made for pupils: risk assessment, access to modified resources and tools to support learning, personal emergency plan • Safer recruitment training for SLT and identified Governors to minimise bias when recruiting • Adjustments to dress code where required • Links to provision available on the local offer on the school website 	<ul style="list-style-type: none"> • Participation in sports - both inclusive sports and specific competitions for those with disabilities • Engagement with individual parents to ensure reasonable adjustments made • Access to parents' coffee mornings with parent support worker • Use of signing within classes as needed • Make sure pupils and staff are well supported
Sex and Discrimination	<ul style="list-style-type: none"> • All children are welcomed regardless of sex to participate in curriculum and after school activities • School events are open to all staff and volunteers whether they are male/female • Trust Board as employer monitors gender pay gap analysis • Dress code provides an aspect of choice • Stereotypes are actively raised in awareness 	<ul style="list-style-type: none"> • Positive discrimination when appropriate to support engagement and progress in learning • Analyse data to identify gender patterns in cohorts • Reading material in place with both male and female leads 	<ul style="list-style-type: none"> • School council members are represented by both sexes • Stereotypes are challenged so curriculum resources are used by both sexes • Use of protective hand strategy for children to identify staff members they are comfortable talking to • Set positive role models e.g. getting Dad's in to read
Gender Reassignment	<ul style="list-style-type: none"> • Ensure any members of the school community undergoing gender reassignment are included in all school events • Not currently reflected within staff group or children • Staff training on Equality and Diversity regularly undertaken 	<ul style="list-style-type: none"> • Promote ethos of inclusion to accept all • Equality policy would be followed to ensure good relations fostered 	<ul style="list-style-type: none"> • Promote ethos of inclusion to accept all • Equality policy would be followed to ensure good relations fostered
Pregnancy and Maternity	<ul style="list-style-type: none"> • NCC maternity policy followed • Protections on dismissal / redundancies etc through HR policies where could be disadvantaged due to maternity • Staff training on Equality and Diversity regularly undertaken 	<ul style="list-style-type: none"> • Risk assessment for individual pregnant women undertaken • Adapted duties and furniture as necessary 	<ul style="list-style-type: none"> • KIT days and flexible working requests are considered • Positive culture within the school

	<ul style="list-style-type: none"> • Paid leave in place for reasonable maternity appointments • Equal opportunities in place for promotion • Fathers not discriminated against for taking paternity leave • Staff adopting children have the same rights 		
Age	<ul style="list-style-type: none"> • Full age range of staff and volunteers from 14-65+ • Recruitment application process does not disclose age prior to selection • Equal pay scales in place regardless of age for roles unless apprenticeship • Staff training on Equality and Diversity regularly undertaken • No enforced retirement age • Flexible working requests available to support phased retirement • Staff employed on a best fit basis • Age is not seen as a barrier to doing the job properly 	<ul style="list-style-type: none"> • Volunteers of all age groups welcomed into school • Retired employees welcomed back 	<ul style="list-style-type: none"> • Established link with local care home • Curriculum allows for opportunities to include older role models
Religion and Belief	<ul style="list-style-type: none"> • Different religious beliefs catered for in staff and children • RE and collective worship policies followed • Diverse and inclusive RE curriculum in place 	<ul style="list-style-type: none"> • Visitors from a variety of faiths invited into school • Letters/meetings identify opportunity for parents to share any information relating to cultural/religious needs • Withdrawal from curriculum and assembly provision if requested • Alternative menus offered • Religious practices facilitated eg room for prayer • Where practicable flexibility to allow for collective worship routines • Children encouraged to explore their beliefs and ask questions 	<ul style="list-style-type: none"> • A variety of religions and beliefs reflected in library reading material • Curriculum reflects a range of religions and beliefs • Regular clergy assemblies undertaken • School visits to other places of worship • Some multi faith celebrations highlighted in assemblies

Sexual Orientation	<ul style="list-style-type: none"> • All people treated with respect as individuals • School rules set clear guidelines applicable to protected characteristics and are upheld • School represents an inclusive community • Incidents of use of homophobic language are logged and challenged by school staff 	<ul style="list-style-type: none"> • Variety of families represented • Celebrities/prominent public figures shown as positive role models 	<ul style="list-style-type: none"> • Discussions about different types of families in PSHE • Non-judgemental viewpoints fostered • Governors, staff, parents and volunteers all treated as equals
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