

# Rothwell Primary School

## Equality Policy & Equality Objectives 2022



Written by	Lindsey Bown April 2022
Ratified by governors	April 2022
Renewal date	



## 1. Our vision and aims for equality and diversity

At Rothwell Primary School, our core values are to treat everyone fairly, celebrating difference and meeting the needs so that all members of our school community are free to REACH their potential.

We aim to:

Maintain and promote a working partnership between school, parents and community which fosters respect, truth, honesty, cooperation and tolerance.

- Help the children understand the world in which they live, have mutual respect for the value of others and work together as a team
- To ensure that everyone, whatever their needs and capabilities, are included and catered for.
- To value each individual and recognise and respond to the needs of all children.

## 2. Defining equality

*'Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents. It is also the belief that no one should have poorer life chances because of the way they were born, where they come from, what they believe, or whether they have a disability.'* (Equality and human rights commission, online)

It is important to remember that for people to be treated equally, some may need to be treated differently. Some people may need extra help or adjustments to be part of the school community; this includes not only the pupils who attend school, but also school staff, parents/carers and school governors.

## 3. Legal duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish Equality Information - to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any individual)
- Prepare and publish equality objectives which we will review on an annual basis
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis

#### **4. Curriculum content to support equality**

Our school curriculum is carefully mapped out to ensure coverage of subjects which promote equality such as Religious Education and Personal Social Health Educational (PSHE).

We also recognise that our work on equality is central to the successful promotion of fundamental British Values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language.

## **Equality Objectives for Rothwell Primary School 2022**

### **To develop a greater understanding and empathy with the individual needs of pupils with SEND**

#### **Why:**

- The school's SEND population is changing with an increasing proportion of pupils now demonstrating needs relating to communication and interaction or social, emotional and mental health (51% of our SEND Register). There is a need to educate the school community thereby developing greater tolerance and empathy in relation to the needs of SEND pupils

#### **How:**

- CPD for all class teachers to improve their knowledge and understanding of how to remove potential barriers and maximise progress for SEND pupils.
- Awareness days mapped into the school curriculum to raise the profile of SEND and educate children about different SEND needs.

### **To develop the provision of children with dyslexia across school**

#### **Why:**

- There is an increase of children being diagnosed with dyslexia or showing a dyslexic profile across school. There is a need to ensure that provision is adapted to suit their needs to enable them to be fully included in each lesson and feel confident in their own abilities.

#### **How:**

- Provision will be reviewed regularly by the inclusion manager to ensure that dyslexia friendly strategies are being used as part of quality first teaching, including the use of assistive technology.
- Carefully planned interventions will be in place to support individual need