

Mark Rutherford School



Equality Information and Objectives Policy

Author:	Mrs K Foster
Governor's Committee:	Pay, Personnel and Performance
Adopted by the Governing Body on:	Tuesday 1 st October 2024
Signed (Chair of Committee):	Mrs N Stout
Signed (Headteacher):	Mrs K Foster
Policy review date:	September 2027

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1. AIMS

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it, and;
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

We believe that every child is unique. Our aim is to set high expectations and provide a broad and balanced curriculum. Our students will have personalised learning experiences that will enable them to be healthy, stay safe, enjoy and achieve, make positive contributions and to achieve economic well-being. We provide students with opportunities and experiences to succeed both socially and academically. Education is seen in its broadest sense and as a lifelong experience.

We also have our core values of being:

- Motivated
- Respectful
- Successful

2. LEGISLATION AND GUIDANCE

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination, and;
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

3. ROLES AND RESPONSIBILITIES

The Governing Body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers;
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every four years, and;
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The Equality Link Governor is Ms P Page. They will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed;
- Ensure they are familiar with all relevant legislation and the contents of this document;
- Attend appropriate equality and diversity training, and;
- Report back to the full Governing Body regarding any issues.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils, and;
- Monitor success in achieving the objectives and report back to Governors.

The designated member of staff for equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils;
- Meet with the equality link governor every term to raise and discuss any issues, and;
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in Section 8.

4. ELIMINATING DISCRIMINATION

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and Governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September. This will be delivered via the National College online CPD platform.

The school has a designated member of staff for monitoring equality issues, and an Equality Link Governor. They regularly liaise regarding any issues and make senior leaders and Governors aware of these as appropriate.

5. ADVANCING EQUALITY OF OPPORTUNITY

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying);
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times), and;
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies).

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing;
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information;
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying), and;
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

6. FOSTERING GOOD RELATIONS

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures;
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute;
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community;
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents/carers to promote knowledge and understanding of different cultures, and;
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7. EQUALITY CONSIDERATIONS IN DECISION-MAKING

Having a number of student voice groups, e.g. LGTQIA and diversity group.

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays;
- Is accessible to pupils with disabilities, and;
- Has equivalent facilities for boys and girls.

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. EQUALITY OBJECTIVES

Objectives	Monitoring and Evidence	Responsibility	Timeframe
Objectives are shared via the school's Equality Policy.	Via parent/carer feedback as part of our stakeholder voice activities.	Headteacher, School Business Manager and SLT.	Easter 2025.
Students' outcomes, behaviour and attendance are analysed by all equality areas applicable to the school to ensure timely intervention and support.	Termly via the published TAP dates and reports to Governors.	Headteacher, Governors, SLT and Heads of Department.	Termly throughout the academic year.
Ensure students with specific SEND needs have additional and bespoke support to ensure their needs are being met and they can access the curriculum.	Regular reviews and updates to students Pupil Passports based on teacher, student and parent/carer feedback.	Headteacher and Director of SEND and Inclusion.	Ongoing.
Ensure displays around school and calendared events promote diversity and celebrate our school community.	Termly via SLT Meetings and reports to Governors.	SLT and Heads of Department.	Ongoing.
Ensure all students, to include those with disabilities and/or medical conditions are able to access the broad and balanced curriculum we offer.	Monitoring of the academic progress of students with a disability and/or medical need following a TAP by SLT, the Director of SEND and Inclusion, as well as Heads of Department.	Headteacher and Director of SEND and Inclusion.	Termly throughout the academic year.
To ensure all students, to include those with disabilities and/or medical conditions are able to access the extra-curricular and super curricular activities we offer.	Termly via SLT Meetings and reports to Governors.	Assistant Headteacher – Student Voice and Transition.	Termly throughout the academic year.
Ensure all students are able to make a positive contribution to the life of the school via the wide range of student leadership and cultural capital opportunities.	Termly via SLT Meetings and reports to Governors.	Assistant Headteacher – Student Voice and Transition.	Ongoing.

Assemblies, visiting speakers, Cultural Days and the PSHE curriculum promote diversity across all equality areas.	Assemblies, Cultural Days, visiting speaker timetable and PSHE curriculum plan.	Assistant Headteacher – Student Voice and Transition, the Pastoral Team, Head of Sixth Form and PSHE Coordinator.	Ongoing.
To provide additional bespoke support for all stakeholders to access the school site, e.g. those that use a wheelchair, those where English is an additional language.	Reports to Governors, to include evidence from the SEND Governor undertaking visits.	Headteacher, School Business Manager, Director of SEND and Inclusion as well as Governors.	Termly throughout the academic year.
To respond to and report on any racist incidents to the Governing Body and Local Authority termly.	Termly via SLT Meetings and reports to Governors.	Headteacher and Governors.	Termly throughout the academic year.
Ensure students who are questioning their identity, e.g. gender, are supported effectively.	Via communication to staff when this occurs from the Pastoral Team.	Relevant Head of Year/Assistant Head of Year within the Pastoral Team.	Ongoing.
To support students who are questioning their identity in having a voice via our student ambassador groups.	Termly via SLT Meetings and reports to Governors.	Assistant Headteacher – Student Voice and Transition.	Termly throughout the academic year.
Ensure our Religious Studies, PSHE and Philosophy and Ethics curriculum covers a range of religions and beliefs.	Curriculum discussions as part of SLT line management meetings.	SLT and Heads of Department.	Ongoing.

9. MONITORING ARRANGEMENTS

The Headteacher, with support from the School Business Manager and HR Manager, will update the equality information we publish, described in sections 4 to 7 of this policy, at least every year.

This document will be reviewed by the Equality Governor, the Headteacher and the Pay, Personnel and Performance sub-committee of the Governing Body at least every three years.

This document will be approved by the Equality Governor, the Headteacher and the Pay, Personnel and Performance sub-committee of the Governing Body.

10. LINKS WITH OTHER POLICIES

This document links to the following policies:

- Accessibility Plan.
- Risk Assessment.
- SEND Policy.
- Behaviour Policy.
- Educational Visits and Trips Policy.