



Rugby Free

Secondary School

Equality Information and Objectives Policy

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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
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

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
- [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](#) and complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The Trust Board

The Trust board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

3.2 The Headteacher

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and students



- Monitor success in achieving the objectives and report back to trustees

3.3 The designated member of staff

The designated member of staff for equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and students
- 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, Trustees, PCAB/EEC members 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 year.
- The school has a designated member of staff for monitoring equality issues, and an equality link trustee. They regularly liaise regarding any issues and make senior leaders and trustees 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 which are connected to a particular characteristic they have (e.g. students with disabilities, or LGBTQ students 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 students to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school clubs/visits etc.)



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

- Publish attainment data each academic year showing how students with different characteristics are performing
- Analyse the above data 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)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

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, students will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Students 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 students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.
- 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

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/events e.g. Ramadan, which would make attendance for a particular group of students, more difficult.
- Is accessible to students with disabilities
- Has equivalent facilities for boys and girls
- Has appropriate facilities for disabled students
- Has appropriate facilities for religious acts e.g. praying/worshipping

8. Equality objectives

Below are equality objectives specific to RFSS based on data, trends, and parental opinions. They will be reviewed termly and updated yearly.

Objective 1:

To narrow the gap in progress rates between Disadvantaged and Non-disadvantaged student in terms of outcomes.

Why we have chosen this objective:

- There is a gap in progress at Key Stage 4 between Disadvantaged students' outcomes and non-Disadvantaged students' outcomes

To achieve this objective we plan to:

- By July 2025 disadvantaged students will achieve at least an Alps Grade 5 for progress at Key Stage 4

Objective 2:

To improve rate of attendance for students with SEND, taking into consideration our new partnership with the Inclusive Attendance organisation

Why we have chosen this objective:

- A high proportion of SEND students compared to the national average
- Persistent Absenteeism rates between SEND students is currently higher than for non-SEND nationally
- Absence rates for SEND students can be improved. This is linked to SEMH.



To achieve this objective, we plan to:

- By July 2026 Persistent Absenteeism rates for SEND students will be in line with national rates of non-SEND
- By July 2025 there will be a 5% increase in attendance for SEND students

Objective 3:

To improve students' knowledge and understanding of the ethnic diversity of the UK, and how these relate to British Values.

Why we have chosen this objective:

- Increased awareness of celebrations linking to different cultures and religions
- An increase in the number of BAME staff and students working in, and attending the school
- Increased awareness of British Values so that students can articulate them and know right from wrong

To achieve this objective, we plan to:

- By July 2024 all subjects will ensure that their curriculum promotes and reflects ethnic diversity in the UK
- There will be no repeated racist incidents logged
- A student survey will show that students have an understanding of other cultures
- Culture lead in place as a TLR position

- **Objective 4:**

To improve students' awareness of healthy eating and how this is linked to contextual issues such as socio-economic factors

- By July 2025 all students will have had consistent exposure healthy eating recipes
- A student survey will show that students have an understanding of issues related to healthy eating
- Subject Leader for Food in place as a TLR position
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9. Review of objectives

The objectives will be reviewed annually and updated on this policy.