



THE RUSSETT SCHOOL

## EQUALITY INFORMATION AND OBJECTIVES (Public Sector Equality Duty)

Written by: Catherine Lewis

Date: December 2019

Signed by Headteacher:

Date ...December 2019.....

This is a *statutory* policy and it will be reviewed/amended: December 2022  
**Pages 3 - 5 will be amended yearly.**

### Document Control

There are one controlled paper copies of this document on Trust Governor

Working in Partnership with



Challenge for Achievement

Our academy is committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our academy is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through pupil voice.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about the academy population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

**Eliminate unlawful discrimination, harassment, victimisation** and any other conduct 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** between people who share a protected characteristic and people who do not share it.

## **Part 1: Information about the pupil population**

Number of pupils on roll at the academy: Funded by the ESFA for 113 with further funding from the Local Authority Banding system.

Currently there are 115 on roll.

### Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

#### Disability

In the **Equality Act** a **disability** means a physical or a mental condition which has a substantial and long-term impact on your ability to do normal day to day activities.  
(Aug 19)

Number of pupils with disabilities: **114**

There are pupils at our school with different types of disabilities and these include:

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#### Pupil Special Educational Needs (SEN) Provision

Number of pupils	Percentage (%) of school population
No Special Education Need	0
School Action or Early Years Action	0
School Action Plus or Early Years	0
Action Plus	0
Statemented/EHCP	100%

#### Ethnicity and Race

	Boys	Girls	Total
White Heritage	92	21	113
Traveller	1		114

#### Gender

Boys	93
Girls	21

#### Religion and Belief

	%
Christian	55.26%
Buddhist	

Hindu	2	1.75%
Jewish	0	
Muslim	1	0.88%
Sikh	0	
None	41	23%

### **Gender identity or reassignment**

There are no pupils in this category.

### **Sexual orientation**

There are non known.

### **Information on other groups of pupils**

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils/students with protected characteristics, we wish to provide further information on the following groups of pupils:

### **Pupil with English as an additional language (EAL)**

	Boys	Girls	Total	%
Number of pupils who speak English as an additional language	7		7	6.14
Number of pupils who are at an early stage of English language acquisition	7		7	6.14

### **Pupils from Low Income Backgrounds**

	Total	%
Number of pupils eligible for free school meals	57	50%

### **Children Looked After**

Boys	Girls	Total
4	1	5

### Young Carers

Non known

### Other Vulnerable Groups

N/A

## Part 2: Our main equality challenges

This is a summary of the issues that we are most concerned about. We are already developing strategies and interventions to tackle some of these concerns.

For some of these issues we have also set and published **equality objectives**. Details of these are in Part 6 of this document.

We are also aware of the need to develop pupils/students independence and life skills to ensure all our students are fully prepared for their next stage and life in the community with skills that promote personal safety, life, living /social skills and awareness. Including supporting our FSM pupils with additional Speech & Language, Reading and numeracy support.

We are aware of the changing complex needs of our younger pupils entering the academy and continue to develop strategies and interventions to support them to be as independent as possible.

Our care guidance and support for all pupils/students is outstanding. We monitor pupils individually on a daily basis to ensure their safety and to keep them from harm, including bullying and possible extremism of all kinds. We know that the SEN and nature of pupils makes them extremely vulnerable and we seek ways to facilitate their independence and autonomy at all times.

We are very aware that our pupils/students do not always understand the term bullying and the difference between play and bullying. We will continue to address this through the curriculum and our Golden rules week.

We have pupils with extreme levels of challenging behaviour, our staff have expertise to ensure that we meet their needs and we work closely with LD CAMHS, Speech and Language therapists, Parents and other agencies to ensure their educational progress.

## Part 3: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools/academies are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our Trust/Academy policies.

We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.

- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils.
- We have a behaviour support policy that records all incidents of behaviour. We rigorously monitor and keep parents informed.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken.
- We have a SEN Information Report that outlines the provision the academy makes for pupils with special educational needs.
- We have an accessibility plan that sets out the steps we will take to make the academy accessible to all pupils.
- Our admissions are by working closely with Local Authorities for admitting pupils with Education, Health Care Plans
- Our complaints procedure sets out how we deal with any complaints relating to the academy.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.
- We have a staff code of conduct that is published in the staff handbook

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity and foster good relations**. This includes steps we are

taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

### **Disability**

We are committed to working for the equality of people with and without disabilities.

**Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

All pupils have a Education Health Care Plan and are working below their chronological age. However pupils at The Russett School make good and outstanding progress from their starting points. Most pupils take external accreditation at post 16. Pupils are tracked individually, support and intervention are focused on need and developing their independence/

At The Russett, we are committed to ensuring equality of education and opportunity for pupils, staff and all those receiving services from the school/Trust. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in academy life and the wider community.

The achievement of pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the academy environment is as accessible as possible. At The Russett School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, work and visit us.

### **How we advance equality of opportunity:**

We support disabled learners and staff by meeting their individual needs.

- We take steps (reasonable adjustments) to ensure that disabled pupils/students are not put at a disadvantage.
- We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.
- We carry out accessibility planning that increases the extent to which they can participate in the curriculum, improves the physical environment of the academy and increases the availability of accessible information.
- We work closely with medical professionals, physiotherapists and families and provide individual programmes to help learners understand their disability and overcome barriers to their learning' or something to that effect.

## **How we foster good relations and promote community cohesion:**

We promote the spiritual, moral, social and cultural development including British Values of all pupils/students.

- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity, through regular access of the community to develop a wider understanding of how our pupils fit into the community and tolerating other people's difference.
- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- We celebrate the lives of disabled people and promote equality.
- We ensure that the curriculum has positive images of disabled people.
- We tackle prejudice and any incidents of bullying based on disability.

## **What has been the impact of our activities? What do we plan to do next?**

The Russett School is a safe and caring community. Our cohorts of pupils/students is changing and is becoming more complex.

- We strive to ensure all pupils whatever their SEN to make good/outstanding progress and the majority move onto to further education and some into part time employment.
- All our leavers enter the next phase of the learning with a range of externally accredited coursework, certificates and skills to prepare them for adulthood.

## **Ethnicity and race (including EAL learners)**

We are committed to working for the equality of all ethnic groups.

**Summary information** (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

## **How we work with our parents/carers.**

All parents and families are consulted on an individual basis through the Home school diary, Parents evenings, telephone calls, professionals meetings, Interim and Annual Reviews and as and when required. Our Family liaison Worker is an excellent link/contact between parents/carers, academy and external agencies.

## **How we advance equality of opportunity:**

We monitor the attainment and progress of all our pupils by ethnicity.

- We set targets to improve the attainment and progression rates of particular pupils who we identify as needing additional support or intervention.
- We identify and address barriers to the participation of particular groups or

individuals in learning and other activities.

- We involve parents, carers and families in strategies and interventions to improve outcomes.
- We link with groups, organisations and projects in the local community.

### **How we foster good relations and promote community cohesion:**

The academy promotes the spiritual, moral, social and cultural development and British Values of all pupils through our curriculum and a celebration of all festivals in assemblies and through a well-planned PHSE programme

- Our curriculum support all pupils to understand, respect and value difference and diversity.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes.
- We organise celebrations and special events for all our community to take part in.
- We take part in events such as Gypsy Roma Traveller History Month, Black History Month, Charity Events and FairTrade Fortnight.
- The curriculum is supported by resources that provide positive images that reflect the diverse communities of modern Britain.
- The academy tackles bullying or harassment on the basis of race, ethnicity and culture and keeps records of all incidents and takes the appropriate action.

### **What has been the impact of our activities? What do we plan to do next?**

Our curriculum has provided opportunities for all pupils to enjoy the experiences of working and living in a diverse community.

Ensure that all the curriculum areas make the best possible use of what is on offer from a cultural and ethnic perspective.

To continue to promote collaboration between the different groups and celebrate difference

#### **Gender**

We are committed to working for the equality of women and men.

**Summary information** (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

Each pupil/student's performance is tracked individually and any pupil/student that is identified as underachieving will be subject to intervention and strategies known to all teachers who will then track the progress over a period of time.

## How we advance equality of opportunity:

- We are identifying and addressing barriers to the participation of boys and girls in activities.
- We ensure that gender stereotypes in subject, careers advice and work experience are avoided.
- We ensure that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment.
- We work in partnership with other organisations, to develop innovative and inventive ways of tackling gender segregation.
- Parents, carers and families are given opportunities to contribute.
- Both male and female parents and carers are encouraged to be involved in the work of the academy and contribute to their children's learning and progress.

## How we foster good relations and promote community cohesion:

We ensure we respond to any sexist bullying or sexual harassment in line with the school policies.

- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- Ensuring the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.

## What has been the impact of our activities? What do we plan to do next?

An increase in male members of staff, which is providing a positive non stereotypical images of women and men in the workplace.

Opportunities for off site visits and work experience placements.

## Gender identity or reassignment

We are committed to ensuring that pupils/students and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment.

**Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

We have no pupils who has been known to us with gender issues however we would be prepared to support a pupil with any gender issues including reassignment.

- We would identify the challenges and seek help to address them by taking professional advice and putting in place support.
- We would track the individual pupil through a process to ensure that such

pupils/students/staff do not experience unfair or less favourable treatment.

- We would work with families to provide support with transgender children

### **How we advance equality of opportunity:**

We have taken steps to ensure that staff understand the nature of gender variance, its biological influences and how it differs from sexual orientation.

- We recognise that all gender variant pupil/student should be supported and protected whether or not they undertake transition.
- We understand that transgender pupils/students who are entering puberty may experience intensifying stress, which may have a negative impact on their work. We take steps to provide appropriate and sensitive support to ensure that learning is not disrupted.
- We ensure that transgender staff are supported, safe and comfortable in the academy environment

### **How we foster good relations and promote community cohesion:**

We aim to tackle all incidents of transgender bullying whether these are directed at pupils/students/staff, parents and carers, or transgender people in the community.

- Our curriculum, including PSHE, encourages pupils to develop understanding of and respect for difference, and challenge negative stereotypes.

### **What has been the impact of our activities? What do we plan to do next?**

- We will continue to develop tolerance and understanding in our community by dealing with issues as they arise and providing opportunities for pupils to talk about issues that concern them.

### **Pregnancy and maternity**

We understand that pupils/students who are pregnant or who have recently had a baby can experience discrimination, and barriers to accessing or continuing their education.

**Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- We would ensure that we would give access to learning and provide resources
- We would provide an appropriate environment and ensure all pupils/students understand the situation and what problems could arise
- We would ensure that pupils/students continue to support each other and learn from the experience.
- We would make families aware of the issues affecting their child/young person provide a programme of Relationships, Sex Education.

## How we advance equality of opportunity:

- We would provide sensitive and appropriate support to any pupil/student who is pregnant or who has recently had a baby, including respecting confidentiality when appropriate.
- We aim to provide information to pregnant pupils/students, and their parents/carers where appropriate, about health and other services in the local area and how to access them.
- We take into account the wishes of pregnant pupil/student to return to learning when they have had their babies.
- We would provide suitable education to meet pupils' needs, while the pupil is not attending the academy.
- We work with other agencies to enable pregnant pupils and young mothers to reintegrate into the academy, including through provision of a reintegration plan.
- We ensure that a pupil/student who becomes pregnant is entitled to authorised absence to cover the time immediately before and after the birth of her child.

## How we foster good relations and promote community cohesion:

We would ensure we respond to any bullying of a pregnant pupil/student.

- Our PSHE curriculum encourages pupils to develop understanding of the experiences of young parents and challenge negative stereotypes

## What has been the impact of our activities? What do we plan to do next?

We offer an Relationships and Sex Education.

## Religion and belief

We are committed to working for equality for people based on their religion, belief and non-belief.

**Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

The Russett School complies with reasonable requests relating to religious observance and practice.

- We have not identified any issues relating to the needs of groups of pupils with particular faith backgrounds.
- There are good relations between pupils/students who share a religious faith or other belief.

## How we advance equality of opportunity:

- The academy will tackle any barriers that might prevent pupils with particular beliefs from taking a full part in the life of the academy.

- We will support pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society

## **Part 4: Consultation and engagement**

We aim to engage and consult with pupils/students, staff, parents/carers, and the local community. Partly through the work of our Coaching for Inclusion Partnership and National Support Schools.

Our main activities for consulting and engaging are:

Through  
The Academy office  
Newsletters  
The Academy Website  
Letters  
Diaries  
Facebook  
Twitter  
Telephone calls  
Meetings  
Coffee Mornings  
Parents being their children into the academy

## **Part 5: Record of how we have considered equality issues when making decisions**

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

### **Confidentiality and data protection**

It is the aim of the Trust to deal with matters under this policy sensitively and with due respect for the privacy of any individuals involved. All employees must treat any information communicated to them in connection with the process as confidential.

During any action under this policy, the Trust will collect, process and store personal data in accordance with our data protection policy. The data will be held securely and accessed by, and disclosed to, individuals only for the purposes of actions taken under the policy. Records will be kept in accordance with our Workforce Privacy Notice, our Retention and Destruction Policy and in line with the requirements of the Data Protection Legislation (being (i) unless and until the GDPR is no longer directly applicable in the UK, the General Data Protection

Regulation ((EU) 2016/679) and any national implementing laws, regulations and secondary legislation, as amended or updated from time to time, in the UK and then (ii) any successor legislation to the GDPR or the Data Protection Act 1998).

## Equality

In accordance with its Public Sector Equality Duty, the academy has given due regard to equality considerations in adopting this policy/procedure and is satisfied that its application will not impact adversely on members of staff or pupils who have a protected characteristic (age, disability, gender, reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation, with the meaning of the Equality Act.

The Executive Headteacher may report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the protected characteristics.

## **Part 6: Our equality objectives**

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

### **Equality objective 1:**

To continue to ensure that the appointment of staff is in line with equal opportunities legislation.

### **Progress we are making on this objective:**

- Candidates are shortlisted by the interview panel based on their experience, qualifications and the job criteria only.
- On the day of the interview candidates are appointed based on the interview, presentation and application.
- At least 3 staff/LCG/Director combination are appointed to the interview panel.

**Equality objective 2:**

To continue to promote collaboration between the different groups and celebrate difference at every opportunity

**Progress we are making on this objective:**

- Our curriculum covers opportunities to explore British Values, other countries and cultures.
- Theme days include understanding of different cultures.
- Learning different cultures through RE.
- Opportunities for work experience in the local community.

**Equality objective 3:**

To redesign the upper school internal and external areas

**Progress we are making on this objective:**

- Building Surveyors have been commissioned.
- A design of the area has been approved.
- The Trust Board have approved the expenditure.
- Planning permission has been approved by the Local Authority.
- Work will commence in April 2020

**Equality objective 4:**

To review and replace the academy pupil vehicles.

**Progress we are making on this objective:**

- Working party developed to review the needs and number of vehicles of the academy.
- Booked a demonstration of a Minibus Lite.
- Trust Board approved the expenditure.
- Two new Minibus Lite's are on order for March 20. Exchanging the two older minibus. We are retaining the Mercedes People Carrier.

**Part 7: Information about our employees**

If we have more than 150 employees we are required to publish information about them.

## Promoting Outstanding Achievement for all

This information aims to provide a profile of our school workforce, as well as our employment practices and achievements.

The Russett Learning Trust has less than a 150 employees.

The Russett School has less than a 150 at the establishment

Consideration is given in the policy with regard to all protected characteristics.