



## The Rutland Learning Trust

Providing outstanding education for all pupils – today and tomorrow!

*World-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.*

By Working Together  
Sustaining Excellence  
Transforming Learning

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### Public Sector Equality Duty (PSED)

#### Why is this required?

The Public Sector Equality Duty (PSED) requires all Trusts and schools to publish specific and measurable equality objectives, to be updated at least every four years.

Our Trust aims to meet its obligations under the public sector equality duty 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

#### What changes have been made?

This is a new policy based on a model template 2019

#### What is the intended impact of this policy?

Statutory compliance

**Date:** May 2019

**Review date:** May 2023

\* protected characteristics: age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex, sexual orientation

## 1. Aims

Our Trust aims to meet its obligations under the public sector equality duty 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. This document also complies with our funding agreement and articles of association.

## 3. Roles and responsibilities

The Trust board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Trust, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the CEO

The Chair of Trustees will:

- Meet with the CEO every two years and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full Trust board regarding any issues

The CEO will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to the Trust Board.
- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All 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. Headteachers receive training on the Equality Act as part of their induction, and all staff receive refresher training every two years.

The Trust has a designated member of staff (CEO) for monitoring equality issues. He regularly liaises with the Chair of Trustees regarding any issues and makes 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 Trust aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have.
- Taking steps to meet the particular needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities.

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

- Publish attainment data each academic year showing how pupils 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
- 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 Trust 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 the promotion of school and British Values, the RE and PHSE Curriculum, Assemblies and wider curriculum.
- 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 communities. 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 to promote knowledge and understanding of different cultures.

#### **7. Equality considerations in decision-making**

The Trust ensures it has due regard to equality considerations whenever significant decisions are made. Schools always considers the impact of significant decisions on particular groups.

## 8. RLT Equality objectives 2019 - 2023

### Objective 1: RLT Sustaining Excellence - Raising standards of achievement for all pupils - boys and girls

**Rationale:** Support schools to narrow gaps in attainment between girls and boys across different subject areas and key stages.

**Key actions:** To monitor and analyse pupil achievement by gender and act on any trends or patterns in the data that require additional support for pupils.

**Report:** CEO report to Trustees - progress towards KPI in the RLT Transformation Plan. RLT Consolidated Data-sets July 2019. Data capture activities - data sets updated three times a year. Data dashboards scrutinised by Trustees, LGB, Head teachers and SLT. Headteacher Leadership reports to LGB, Trust Scrutiny Committee and Trustee Champions.

### Objective 2: RLT Sustaining Excellence - Raising standards of achievement for disadvantaged pupils, service pupils, disabled pupils and those with special educational needs.

**Rationale:** Support schools to narrow gaps in attainment between vulnerable groups of pupils across different subjects and key stages - Service, SEND, Disadvantaged, Ever 6 FSM.

**Key actions:** Refine our Pupil Premium Strategy so that in all schools the progress across the curriculum of disadvantaged pupils, service pupils, disabled pupils and those with special educational needs is close to or is improving towards that of other pupils with the same starting points.

Ensure full representation of vulnerable groups on school council

Ensure disadvantaged pupils, service pupils, disabled pupils and those with special educational needs have leadership opportunities in school.

**Report:** CEO report to Trustees - progress towards KPI in the RLT Transformation Plan. Updated Termly. RLT Consolidated Data-sets July 2019.

Data capture activities - data sets updated three times a year.

Data dashboards scrutinised by Trustees, LGB, Head teachers and SLT.

Headteacher Leadership reports to LGB, Trust Scrutiny Committee and Trustee Champions.

Pupil Premium Report and SEND Audits.

### Objective 3: RLT Transforming Learning

Increased participation rates of disadvantaged and SEND pupils in extra-curricular activities.

Improved attendance of disadvantaged and SEND pupils.

**Rationale:** Support schools to narrow gaps in attainment between vulnerable groups of pupils across different subjects and key stages.

**Key actions:** All Disadvantaged, Service and SEND pupils have access to a wide range of after school activities.

All KS1 and KS2 pupils are involved in weekly enrichment activities across the school or Trust.

All pupils have access to intra/inter school competitions and activities across the School, Trust and County.

School Games – All schools to attain at least Silver Award. Gold Award within 3 years of joining the Trust.

All pupils across KS2 to have access to a wide range of volunteering and leadership opportunities.

All upper KS2 pupils take part in an annual RLT Maths, Music and Sports festivals.

**Report:** Attendance and participation rates analysed regularly by each school  
RLT Consolidated Data-sets July 2019: Attainment and achievement.

**Objective 4:** RLT Working Together - Ensure equality of opportunity between people who share a \*protected characteristic and people who do not share it.

**Rationale:** Ensure appointments, salary progression and promotions and comply with all RLT and statutory policies.

**Key actions:** Undertake an analysis of recruitment data and trends with regard to race, gender and disability and report on this to the Trustees, LGB, Headteachers and Chairs of Governors.

**Report:** CEO analysis report every two years of recruitment data - appointments, salary progression, promotions and grievances/complaints.

#### **Objective 5: Transforming Learning**

Each school has a clear vision for 'Character Development' underpinned by School/Christian Values and the fundamental British Values of Democracy, Rule of Law, Mutual Respect, Individual Liberty and Tolerance of other Faiths.

The Quality of education, Behaviour and Attitudes, Personal Development in each school is at least good.

Pupils can explain how the school's values give them confidence to listen, question, explore and challenge themselves in pursuit of their learning.

Pupils understand right and wrong - rewards and consequences for their actions. They feel happy and safe.

Pupils are able to talk about other cultures and faiths in depth.

Pupils are articulate advocates of change, challenging injustice, discrimination and inequality. They have regular opportunities to engage in projects which pupils themselves have identified to address issues of disadvantage, deprivation, tolerance and mutual respect. This enables them to make good progress and work independently, collaboratively and creatively across the curriculum.

**Rationale:** RLT and OFSTED monitoring reports show that our schools must continue to improve knowledge, skills and attitudes to enable pupils to fully appreciate and value cultural difference and diversity, e.g. by increasing understanding between pupils from different faith communities

**Key actions:** Promote spiritual, moral, social, cultural and character development through all appropriate curricular opportunities, both within and beyond our schools, with particular reference to issues of equality and diversity and understanding and respect for differences. Curriculum remodelling in Sept 2019.

**Report:** Leadership report to Trustees and LGB, self-evaluation grades to be at least good in each of the following areas: Quality of education, Behaviour and Attitudes, Personal Development, and each section of the new SIAMS Framework.

#### **Objective 5: Reasonable adjustments**

Each school will have in place a reasonable adjustment agreement for all staff with disabilities by October 2019, to meet their needs better and ensure that any potential disadvantages they experience are addressed.

**Rationale:** Ensure all needs are met effectively.

**Key actions:** Audit and staff discussions with staff

**Report:** Head teacher adjustment agreement presented to CEO - cost analysis and impact statement

#### **Objective 7: Policy Development**

Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements re the Public Sector Equality Duty, Equality and Diversity Policy

**Rationale:** Statutory compliance

**Key actions:** Train all Head teachers, members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by December 2019. Include this as part of a new Head teacher's induction programme. Update the 'Equality and Diversity policy'.

## **9. Monitoring arrangements**

The CEO will update the equality information annually.

This document will be reviewed by the Trustee at least every 4 years.

This document will be approved by the Chair of Trustees and CEO.