Equality Information and Objectives policy

Responsibility	Full Trust Board via Student Welfare, Engagement and Community Committee	
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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

Our school aims to promote respect for difference and diversity in accordance with our core values, as set out in the RTS Haka. At The Richmond upon Thames School (RTS), we strive to ensure that all students are valued as individuals, who are recognised for their talents, fully included within the school community and provided with every opportunity to achieve 'excellence'. We expect all students to emerge as confident, resilient individuals, who can build positive relationships and demonstrate commitment in everything they do.

We communicate our core beliefs as six guiding values:

- Community
- Participation
- Confidence
- Readiness
- Kindness
- The power of effort

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 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 Head Teacher
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The equality link trustee is Ervina Vasiljevic**.** They will:

- Meet with the designated senior leadership team member for equality twice yearly, 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 Head Teacher will:

- Promote knowledge and understanding of the equality objectives among staff and students
- Monitor success in achieving the objectives and report back to trustees

The designated senior leadership team member for equality will:

- Support the Head Teacher in promoting knowledge and understanding of the equality objectives among staff and students
- Meet with the equality link trustee every twice yearly to raise and discuss any issues
- Support the Head Teacher in identifying any staff training needs, and deliver training as necessary
- Implement the school's Equality objectives/plan and s/he is supported by the trust board in doing so.
- To ensure that all staff are aware of the Equality Plan and that teachers apply these guidelines fairly in all situations.
- Ensure that all appointment panels give due regard to this plan so that no one is discriminated against when it comes to employment or training opportunities.
- Promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life.
- Treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

Other staff will:

- Ensure that all students are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy and objectives
- Strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Head Teacher.
- Support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

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 trustees 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 within the academic year
- The school has a designated member of the senior leadership team who is responsible 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.
- The school's Code of Conduct for staff and Behaviour for Learning policy for students outline the expected behaviours.
- Section 1, 'The Aims' of this Equality Information and Objectives Policy, outlines our commitment to eliminating any form of discrimination, harassment, victimisation, or any other conduct that is prohibited under the Act.
- Assemblies led by staff, students, and visiting organisations raise students' awareness about differences and protected characteristics such as disability, racism, and sexual orientation.
- Protected Characteristics awareness is carefully mapped across our curriculum, in our Personal Development, Spiritual, Moral, Social, and Cultural (SMSC) Curriculum Map, and also actively promotes fundamental British values. For example, students explore issues such as civil rights and equality between human beings. Also, through activities such as our Holocaust Memorial Assemblies, LGBTQ+ Awareness Month focus in school and 'Pride Hub', Dyslexia awareness activities, and visual displays of information regarding protected characteristics around the school; , we actively teach and promote the elimination of discrimination. While our whole school guided-reading literature choices encourage students to examine themes such as racism, gender and ethnicity ('Sawbones') and spiritual themes of sacrifice and redemption ('The Girl of Ink and Stars')
- We have been awarded the Race and Conscious Equality (RACE) Charter Mark - Silver
- RTS Cultural Heritage annual event led by the Student Council and Equality, Diversity and Inclusion Ambassadors

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. students with disabilities, or gay 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 societies)

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

- Analyse data by different characteristics 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)

- Report and analyse 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:

- The school has established a noteworthy programme of enrichment and personal development (Ofsted, March 2025); British values are intertwined with our core values, and safeguarding is a golden thread through the PD & SMSC curriculum.
- We promote tolerance, friendship and understanding of a range of religions and cultures through PRE, Citizenship and PSHE, and through wider curriculum activity (e.g English/reading texts from diverse authors and contexts); this intent is mapped and sequenced through the Personal Development and SMSC Curriculum Map and supported by resources that reflect the communities of modern Britain.
- We work with people and groups who bring specialist knowledge of particular characteristics to inform and develop practice; we invite leaders of local faith groups to assemblies; we organise local community trips and activities to build understanding and cohesion.
- Student leadership is a consistent feature of the RTS Personal Development calendar; pupils from all year groups lead parent tours, serve on interview panels, contribute to student voice panels, and liaise with Trustees and external guests; EDI Ambassadors present key assemblies and support peer education.
- RTS Student Council comprises five committees with representation from all year groups; Year 10 students chair committee meetings and Year 11 oversee as Head Teacher Ambassadors; a broad range of students are currently involved - across year groups and disadvantaged demographics; committees meet half-termly, full council meets termly; Student Council representatives attend Trustee meetings, strengthening accountability and inclusion.
- Student-led assemblies have expanded from EDI-focused to departmental themes, maintaining a strong EDI spine; whole-school foci include Black History Month and International Women's Day; consent education is explicit and age-appropriate via Year 7–11 Consent Assemblies; additional strands include Disability History Month, Children's Mental Health Week, Anti-Bullying Week and Safer Internet Day.
- We focus on girls' aspiration through International Day of the Girl and International Women's Day activity; targeted STEM trips challenge stereotypes and widen participation; a continuing programme on gender-based participation in Computer Science aims to explore and shift perceptions.
- Our enrichment is broad and well-used and includes a variety of sporting and non-sporting opportunities; non-residential trips for all year groups including Science, History and English trips; Philosophy, Religion and Ethics trips to places of worship; theatre visits
- Weekly provision includes GROW counselling, CAMHS and MHST support; our Safer Internet strand, aligned to Safer Internet Day, has included Parent Zone and YouTube workshops to promote positive online behaviour and digital citizenship.
- Students with SEND are fully integrated into all aspects of school life, including borough sports tournaments, Sports Day, whole-school trips, with SEND-specific activities where appropriate; classrooms are equipped with appropriate accessible equipment, and the library includes dyslexia-friendly fiction to support access and engagement.
- All students are encouraged to participate in school activities across sport, Music and Drama showcases, School Production, Maths Challenges, Bebras and other enrichment; participation and representation are tracked to identify gaps and direct support.
- The PD & SMSC offer is deliberately coherent across curriculum, assemblies, enrichment and targeted support, with clear routes to raise concerns (student voice panels; EDI Ambassadors; staff) and structured responses through safeguarding and pastoral systems.

- Curriculum intent and mapping, targeted mentoring, leadership opportunities, inclusive enrichment, specialist inputs, and robust safeguarding.

RTS prides itself on fostering good relations between those who share a protected characteristic and those who do not, while widening access, improving representation, and strengthening belonging.

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
- Is accessible to students with disabilities
- 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

Objective 1: Opportunities for girls, particularly disadvantaged girls, to develop their talents and interests to an exceptionally high quality.

Why we have chosen this objective:

- We have chosen this objective to address the disparities faced by disadvantaged girls in the final GCSE outcomes. By delivering these opportunities at an exceptionally high quality, we aim to empower these girls, enhance their skills, and support their personal growth.

To achieve this objective we plan to:

- Provide tailored mentorship programmes and support networks for disadvantaged girls to nurture their talents and interests.
- Offer grants, and resources to ensure equal access to extracurricular activities, workshops, and training programmes.
- Collaborate with industry professionals and experts to deliver high-quality workshops, seminars, and events that cater specifically to the needs of disadvantaged girls.
- Establish partnerships with organisations and sponsors to expand the range of opportunities available and enhance the overall quality of the programmes.

Progress we are making towards this objective:

- Plans for mentorship programmes are underway, with a focus on providing comprehensive support. Evaluation metrics are being developed to measure the impact of these initiatives on the development of talents and interests among disadvantaged girls.

Objective 2: Absence rates for Special Educational Needs (SEN) and Pupil Premium Grant (PPG) recipients are in line with or below national averages.

Why we have chosen this objective:

- We have chosen this objective to address the disparities in absence rates among students with SEN and PPG recipients. By aligning or reducing their absence rates to national averages, we aim to ensure equitable access to education and support the wellbeing of all students.

To achieve this objective we plan to:

- Implement targeted support programmes for SEN students and PPG recipients to address underlying factors contributing to their higher absence rates.
- Provide additional resources and interventions such as counselling services, mentorship programmes, and academic support tailored to the specific needs of these student groups.
- Collaborate with parents, teachers, and external agencies to create a supportive network that monitors and addresses attendance issues promptly.
- Conduct regular data analysis and monitoring to identify trends, implement early interventions, and track progress towards reducing absence rates.

Progress we are making towards this objective:

- We have conducted a comprehensive analysis of attendance data for SEN and PPG to identify patterns and factors influencing their absence rates.
- Interventions such as the Harlequins Engage PPG mentoring programme, Y9 SEN one-to-one impartial careers guidance (EDT), one-to-one targeted tuition in Maths, as well as additional resources, are being developed and implemented within the whole school PPG Strategy. Collaboration with stakeholders is ongoing to ensure a coordinated approach in addressing attendance challenges among these student groups.
- Monitoring mechanisms are being established to track improvements in attendance rates and align them with or below national averages. We have a proactive approach towards addressing the attendance of SEN and PPG students, with current rates exceeding the FFT Aspire national data for SEN and PPG students.

Objective 3: To reduce the number of racist incidents reported in the school by implementing comprehensive personal development programmes, which foster a culture of inclusivity and diversity, and promote respectful dialogue among students and staff.

Why we have chosen this objective:

- We have chosen this objective to create a safe and inclusive environment for all students and staff, where racism is not tolerated, and everyone feels respected and valued.

To achieve this objective we plan to:

- Work closely with Curriculum Leaders and the Student Leadership group to develop programmes of learning and events for students and staff to raise awareness and promote understanding.
- Provide CPD for staff to refine the reporting system for incidents of racism to ensure they are addressed promptly and effectively.
- Implement cultural events and activities to celebrate diversity and foster a sense of belonging among the school community.
- Collaborate with community organisations and experts in the field of diversity and inclusion to enhance our approach.

Progress we are making towards this objective:

- The school has established clear and effective procedures for students to report concerns related to bullying, aggression, discrimination, or derogatory language, including racist incidents. Students are well-informed on

how to utilise platforms such as Tootoot, alongside speaking to staff in school, ensuring that they can report concerns discreetly and securely. The Student Leadership group has also initiated additional ideas, such as a Kindness box and the Equality, Diversity and Inclusion Values Ambassadors planning for an EDI Forum. This system has been validated by an external review of safeguarding in our Autumn, which noted that students feel secure in knowing what to do if they have concerns about a friend, and they trust and understand their teachers.

9. Monitoring arrangements

The Head Teacher will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

This document will be reviewed by the Students, Parents and Community Committee and Full Trust Board at least every 4 years.

This document will be approved by the Full Trust Board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Behaviour for Learning
- Curriculum Policy
- Risk assessment
- School Development and Improvement Plan
- SEN Information Report
- Staff Code of Conduct