



The Rutland Learning Trust

Providing outstanding education for all pupils – today and tomorrow!

First-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 Lives

Public Sector Equality Duty (PSED) Equality Objectives

Why is this required?

The Public Sector Equality Duty (PSED) requires us 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?

Updated objectives based on outcomes from monitoring and evaluating

What is the intended impact of this policy?

Statutory compliance

Date approved by the Chair of Trustees – Richard White: March 2025

Review date: March 2027

* 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 are 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 headteachers in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support headteachers 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 Trust 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 councils have representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in schools' 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 2025-2028

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

Annual CEO report to Trustees; RLT Consolidated Data sets each summer; Data capture activities - data sets updated twice a year - scrutinised by Trustees, LGB, Head teachers and SLT.

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, 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 councils or other groups.

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

Report

Annual CEO report to Trustees; RLT Consolidated Data sets each summer; Data capture activities - data sets updated twice a year - scrutinised by Trustees, LGB, Head teachers and SLT.
Pupil Premium Report and SEND Audits.

Objective 3: RLT Transforming Lives

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 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.

Report

Attendance and participation rates analysed regularly by each school.

Objective 4: RLT Transforming Learning

Continue to develop 'Cultural Capital' and pupils 'intercultural understanding'.

Rationale

Cultural capital and developing intercultural understanding are aspects to be further developed given our schools' close proximity to Leicester, Corby and Peterborough and current world affairs. Our schools acknowledge developing cultural capital is an ongoing priority; understanding that it needs to be incorporated as a golden thread interwoven through the fabric of the curriculum for each subject area - complemented by standalone and planned activities - so that it becomes embedded. Strategies such as deliberating choosing projects, visits or texts that include inspirational people should be prioritised. Headteachers are adamant that this endeavour will not be 'just another buzz word' or 'trend' or 'something else for us to think about' or 'tokenistic or a bolt-on' but an integral expectation and part of their school's curriculum offer.

Key actions

Organise further training sessions to ensure full ownership and greater understanding of 'cultural capital' so that we can challenge stereotypes and prejudices and heighten awareness of other cultures' contributions, difference, race, equality, global diversity and inclusion.

Ensure each school has a clear vision for developing cultural capital - underpinned by School and Christian Values; and the fundamental British Values of Democracy, Rule of Law, Mutual Respect, Individual Liberty and Tolerance of other Faiths.

Deliberately choose projects, visits or texts that include inspirational people from BAME groups.

Report

School self-evaluation shows:

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

Pupils can explain how their 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.

Objective 5: 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, and Headteachers. Protected characteristic training.

Report

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

Objective 6: Reasonable adjustments

Each school will have in place a reasonable adjustment agreement for all staff with disabilities 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 in Business Committee Meetings.

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. This will be included this as part of a new Head teacher's induction programme.

Update the 'Equality and Diversity policy' following DFE and HR templates.

Objective 8: Diversity, Equality and Inclusion

Every school has a DEI – Diversity, Equality and Inclusion Champion by 2027.

Rationale: Goal identified in the strategic plan.

Key actions: Annual Training for SLT and DEI Champions. Purchase resources.

Update PHSCE Curriculum offer at each school. Annual Report to Trustees.

9. Monitoring arrangements

The CEO will update this 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.

10 . Our schools.

The Public Sector Equality Duty (PSED) requires all primary schools, to eliminate discrimination, advance equality of opportunity, and foster good relations between people of different backgrounds.

Ofsted 2025 – their 'working definition of inclusion'

"Inclusive providers are at the heart of their communities. They have high expectations and aspirations for every child and learner. They are particularly alert to the needs of those who need the most support to achieve well, including those with special educational needs and/or disabilities.

Leaders set a clear and ambitious vision for inclusion at the provider. They communicate this to children, learners, staff, and parents and carers. They create a culture in which every child and learner belongs, and feels safe, welcomed and valued. They make sure that all children and learners access a high-quality education, taught by experts with high ambition who strive to develop every child and learner's potential.

Leaders work in a close and effective partnership with parents and carers and other agencies to secure the best possible outcomes for every child and learner, regardless of their starting points. Inclusive providers are relentless in identifying and removing barriers to participation and learning, so that all children and learners can achieve and thrive.”

Using the PSED guidance and Ofsted new working definition of ‘Inclusion’, below are some further examples of objectives that our primary schools are using to meet their PSED responsibilities and RLT inclusive expectations.

1. Promote Equality of Opportunity for All Pupils

- **Objective:** Ensure that all pupils, regardless of their background, have equal access to high-quality education and support.
- **Action:** Regularly review the curriculum to ensure it is inclusive and representative of different cultures, abilities, and experiences.
- **Measurement:** Monitor and report on the progress of pupils from various protected characteristics and vulnerable groups in our schools.

2. Provide Adequate Support for Disabled Pupils

- **Objective:** Ensure that SEND pupils and staff are fully included and supported in all areas of school life.
- **Action:** Implement tailored learning support plans and make reasonable adjustments for pupils with SEND (e.g., physical, sensory, or learning impairments).
- **Measurement:** Track the effectiveness of support plans through feedback from pupils, parents, and teachers, and adjust where necessary.

3. Enhance Gender Equality

- **Objective:** Promote gender equality and challenge gender stereotypes within the school community.
- **Action:** Create initiatives to encourage all pupils, regardless of gender, to engage in all subjects and extracurricular activities (e.g., encouraging girls to participate in STEM activities, and boys in arts or humanities).
- **Measurement:** Monitor gender representation in different subjects and school activities, with a focus on reducing any noticeable gender imbalances.

4. Improve Attendance and Engagement for Vulnerable Groups

- **Objective:** Improve school attendance and engagement for all pupils
- **Action:** Work closely with parents to understand any barriers to attendance and participation. Offer tailored support, such as language assistance or culturally sensitive resources if appropriate.
- **Measurement:** Track attendance and participation rates for all vulnerable groups and pupils and assess changes in these areas over time.

5. Develop Anti-Bullying Initiatives Focused on Protected Characteristics

- **Objective:** Eliminate bullying related to protected characteristics (e.g., race, religion, disability, sexual orientation).
- **Action:** Implement anti-bullying programs that specifically address bullying related to these characteristics, ensuring staff and pupils are trained on identifying and addressing discriminatory behaviour.
- **Measurement:** Conduct surveys and interviews with pupils and staff to assess the effectiveness of anti-bullying initiatives and reduce the occurrence of incidents.

6. Inclusive Recruitment and Training for Staff

- **Objective:** Ensure the school staff is diverse and trained to support pupils from various backgrounds.
- **Action:** Develop recruitment policies that promote diversity in staff and provide ongoing equality and diversity training for all staff members.
- **Measurement:** Track the diversity of staff over time and conduct evaluations of training effectiveness.

7. Foster Good Relations Between Different Groups of Pupils

- **Objective:** Foster an environment where pupils from different backgrounds respect and understand one another.
- **Action:** Organise activities that encourage integration and dialogue between pupils of different races, religions, and backgrounds, such as cultural days or discussion groups.
- **Measurement:** Survey pupils and staff to assess improvements in relationships and understanding between different groups.

8. Ensure Equal Access to Enrichment Activities

- **Objective:** Guarantee all pupils have access to extracurricular activities, regardless of their socio-economic background.
- **Action:** Provide free or subsidised places for pupils from lower-income families in after-school clubs, trips, and other enrichment activities.
- **Measurement:** Monitor participation rates in extracurricular activities and identify if any groups are underrepresented.

9. Review School Policies for Inclusivity

- **Objective:** Ensure that all school policies are inclusive and do not unintentionally discriminate against any group.
- **Action:** Regularly review school policies, ensure inclusion is a golden thread woven throughout policies and quality assurance activities.
- **Measurement:** Conduct a policy review process involving stakeholders (e.g., pupils, parents, staff) to gather feedback and ensure policies are in line with equality objectives.