THE SYDNEY RUSSELL SCHOOL

Equality Information & Objectives

Last Reviewed: September 2026

Approved by: C Smith, Chair of Governors

Date of next review: 09/2030



Aims

Our school 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

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.

Roles and responsibilities

The governing body will:

- Ensure that the equality information are communicated throughout the school, including to staff, students 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 principal

The governors will:

- Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed
- Attend appropriate equality and diversity training The principal will:
- Promote knowledge and understanding of the equality amongst staff and students

The designated member of staff for equality will:

- Support the principal in promoting knowledge and understanding of the equality amongst staff and students
- Support the principal in identifying any staff training needs, and deliver training as necessary
- All school staff are expected to have regard to this document.

Eliminating discrimination

The school is actively seeking to meet 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, 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 regularly.

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 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 activities)

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)

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 and activities in 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 where pertinent and possible
- Working with our local community. This includes 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

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

Equality objectives

Objective 1: Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the end of next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements. We have chosen this objective to ensure that all staff are aware of procedures and to continue the work already started at SLT level.

To achieve this objective we plan to use part of a staff training opportunity to work with all staff. At the moment we are working towards this objective by always having someone involved on the interview panel who has been trained.

Objective 2: Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July and report to the full governing body. We have chosen this objective as it will link in with objective one as an area that we can broaden and develop. To achieve this objective we will complete an audit of the recruitment process. We are already working towards this objective in our short listing and recruitment process.

Objective 3: To try to recruit members of the Governing Body who more represent the make-up of the community of our school. We have chosen this objective as we are very aware of the rich diversity of community and cultures we have in our school and wish to ensure the Governing Body fully reflects this diversity. To achieve this objective we will try to openly recruit at events such as parent evenings where potential governors could be in attendance.

Monitoring arrangements

The governing body of The Sydney Russell School will update the equality information we publish, described in sections 4-8 above, at least every year.