



## Equality Policy

**Created: April 2025**

**Review: April 2026**

Copies of all of our policies can be found  
in the school office, and online at  
[rutherfordschool.org.uk](http://rutherfordschool.org.uk)

## INTRODUCTION

Rutherford School is passionate about learning. Our school community includes and values everyone, working together to achieve in a supportive, caring and professional way.

Our enthusiasm and positive energy makes Rutherford School a truly happy and vibrant place to be.

## LEGAL FRAMEWORK

This policy 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.

## GUIDING PRINCIPLES

In fulfilling the legal obligations cited above, we are guided by nine principles.

### Principle 1: **All learners are of equal value**

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled;
- whatever their ethnicity, culture, national origin or national status;
- whatever their gender or gender identity;
- whatever their religious or non-religious affiliation or faith background;
- whatever their sexual identity.

### Principle 2: **We recognise and respect difference**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences in terms of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to the protected characteristics:

- Age;
- Disability, so that reasonable adjustments are made;
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race, religion and belief so that different cultural backgrounds and experiences of prejudice are recognised
- Sex
- Sexual orientation

### Principle 3: **We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents;
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

**Principle 4: We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status;
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men.

**Principle 6: We consult and involve widely**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled and non-disabled people;
- people from a range of ethnic, cultural and religious backgrounds;
- both women and men, and girls and boys;
- people of differing sexual orientations.

**Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled and non-disabled people;
- a wide range of people from differing ethnic, cultural and religious backgrounds;
- people of differing sexual orientations.

**Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information about our progress towards greater equality

**Principle 9: Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7). See Appendix A.

Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue.

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.

## **ETHOS AND ORGANISATION**

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- students' progress, attainment and achievement;
- students' personal development, welfare and well-being;
- teaching styles and strategies;
- admissions and attendance;
- staff recruitment, retention and professional development;
- care, guidance and support;
- behaviour, discipline and exclusions;
- working in partnership with parents and carers;
- working with the wider community.

## **ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING**

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above i.e.:

- prejudices around disability and special educational needs;
- prejudices around racism and xenophobia, including those that are:
- directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum;
- prejudices reflecting sexism and homophobia.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

## **ROLES AND RESPONSIBILITIES**

The governing board is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

A member of the governing board has a watching brief regarding the implementation of this policy.

The head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom;
- deal with any prejudice-related incidents that may occur;
- plan and deliver curricula and lessons that reflect the principles above;
- support students in their class for whom English is an additional language;
- keep up-to-date with equalities legislation relevant to their work.

## **INFORMATION AND RESOURCES**

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all students and their parents and carers. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

## **RELIGIOUS OBSERVANCE**

We respect the religious beliefs and practice of all staff, students and parents/carers, and comply with reasonable requests relating to religious observance and practice.

## **STAFF DEVELOPMENT AND TRAINING**

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## **BREACHES OF THE POLICY**

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing board.

## **MONITORING AND EVALUATION**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments, as appropriate.

## **LINKS TO OTHER POLICIES**

This document links to the following policies:

Accessibility plan

Risk assessment

Recruitment Policy

## **Appendix A**

### **Equality Objectives**

#### **Objective 1**

Undertake an analysis of recruitment data and trends in regard to race, disability and any gender pay gap by July of each year and report this to the trustee and governing boards.

Why we have chosen this objective - to enable us to demonstrate that we are an equal opportunity employer.

To achieve this objective, we plan to establish an annual recording and reporting procedure which captures data from our recruitment process.

#### **Objective 2**

To meet the staff's needs in terms of making reasonable adjustments based upon health and disabilities in order to meet their needs better and to make sure that any disadvantages they experience are addressed.

Why we have chosen this objective – to ensure that all staff are able to carry out their roles and responsibilities under optimum working conditions including implementing work arounds as required.

To achieve this objective, we plan to continue to discuss reasonable adjustments during return to work meetings, absence management meetings and when undertaking risk assessment reviews.

#### **Objective 3**

To maintain the representation of staff from local Black and minority ethnic communities at 15% of the workforce.

Why we have chosen this objective – to ensure our staff are representative of the population generally and of the ethnicity of the students.

To achieve this objective, we plan to monitor the ethnicity of staff recruited to Rutherford..

#### **Objective 4**

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective – to ensure our recruitment and selection processes reflect our commitment to equal opportunities.

To achieve this objective, we plan to put into place the training required.