Rutlish School

Equality Objectives

Committee ownership for this policy: F&P, Curr, Incl, Prem, RR6, FGB	Inclusion
Must be approved by FGB: Y / N	Y
Required by:	Statutory
Frequency of review:	Annually
Date last reviewed:	Autumn 2023
Date of next review:	Autumn 2024
Display on website: Y / N	Y
Responsible	Assistant Headteacher

Equality Objectives: Progress and Impact Report Autumn 2023

Rutlish School will maintain the outstanding achievement of all students by:

Activity	Intended Impact / success criteria	Actions and evidence	Staff
A. Termly analysis of the outcomes of all ethnic groups.	There are minimal gaps in attainment as a result of ethnicity rather than other barriers to learning.	Cohort analysis by ethnic group. Report any significant outcomes and gaps to SLT Student voice Raise staff awareness Implement training where appropriate	DH SLT AHT
Progress to date			
- Analysis of ethnic groups is conducted at each data capture by curriculum leads, pastoral leads and SLT. - Information on performance of ethnic groups is shared with all staff to raise awareness (eg. INSET Sept 2023 following Aug 2023 results). - Performance analysis meetings between middle leaders and Headteacher model requires analysis by ethnic group - Data reports indicates that ethnicity is not a determining factor on a student's academic performance. **Next steps:** maintain the practice of analysis by ethnicity to build towards a 3 year trend analysis			
B. Embed quality assurance of teaching of protected characteristics	All staff feel secure in their understanding of the protected characteristics. Teaching of the protected characteristics is part of the school quality assurance model. Evidence of best practice is shared within the school community.	Whole staff training Lesson visits explicitly acknowledge teaching of protected characteristics Lesson visits collate best practice across the school	AHT SLT MLT
Progress to date			
- Student survey and student voice indicates that students feel safe at school and that the school is inclusive and diverse (87% said they feel safe). - Y7 student voice from Spring 2022 found that students feel the school is diverse and inclusive including of those with EAL needs: *"I don't speak English, but since being here I speak better", "I am happy because I am surrounded by a good community", "I feel welcomed and included"* (Y7 comments from Transition survey Feb 2023) - Whole staff training has begun on specific characteristics and will continue through 2023/24. Spring term 2022 – whole staff training on gender. Lesson visits to PSHE evidence explicit teaching in KS4. - Assemblies tracked and monitored to ensure protected characteristics are a part of the core assembly map - Protected characteristics embedded in the KS3 PSHE curriculum from 2023/2024. **Next steps**: continue staff training; collate further evidence of teaching through lesson observations.			

C.	Develop the student GSA group to increase awareness and support for LGBTQ+ community through increased allyship.	Opportunity for wider personal development for students who wish to support the Gender and Sexuality Alliance values. Students who identify as LGBTQ+ have an explicit support network that is peer led	GSA is established as an enrichment / support group Attendance of GSA improves as the year progresses Student leaders from the GSA support in assemblies, peer to peer workshops, and working with external agencies e.g. Free2B	AHT

Progress to date
- GSA established in September 2021. Small number of students attended from main school and RR6.
- GSA attendance increased further in September 2022 with additional RR6 students who provided peer mentoring and led sessions.
- AHT for GSA on leave and student leaders studying for exams meant student group struggled to meet frequently
- **Next steps:** GSA relaunched through main school and RR6 in Sept 2023 with JLT leads and RR6 Ambassador leads. Strategic meeting to plan sessions and aims for the group for the term including assemblies and tutor workshops. Possible student conference in Merton in Summer 2024. Working with Free2Be to support LGBTQ+ community in school. Student voice through School Council on support for LGBTQ+ community in Rutlish

D.	Continue to identify and remove all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all	Use staff voice, student voice, training and leadership and management structure to identify areas for improvement, and ensure that practices, procedures and customs are fair to all so that the policies and systems which provide the foundations of the community are inclusive	Minutes of meetings Representation and teaching of protected characteristics is evident in lesson visits Policies are inclusive Language used in all communication is inclusive	All staff SLT MLT

Progress to date
- Language in communications and meetings is monitored to ensure inclusive e.g. child or student rather than son, parent and carer rather than mother or father
- Policies are reviewed and amended at time of review if language is gendered.
- Student titles are reviewed and inclusive – eg. Junior Leadership Team rather than Head Boy Team. Discussion at School Council highlighted need for flexibility to support individual need ie. Headboy remains the current title of the post holder but future post holders may wish to be titled differently eg. Head Student.
- **Next steps:** maintain current practice and be vigilant with all school comms to ensure that language is consistently inclusive. Continue to review policies and procedures to remove discriminatory practice and ensure language is inclusive.