



## **EQUALITY INFORMATION AND OBJECTIVES**

This policy will be reviewed on 4 yearly cycle / objectives on a 1 yearly cycle

Policy Version:	V1
Colleagues affected by this Policy:	All stakeholders
Person responsible for the Policy:	CEO/COO
Approved by/ date:	Full Trust Board 13-07-2022
Next review:	July 2026

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### **1. Aims**

The Sea View Trust 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

### **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 to each setting
- 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 to the CEO

The central team will:

- Promote knowledge and understanding of the equality objectives to SVT settings
- Monitor success in achieving the objectives and report back to Trustees

The Headteachers will:

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

All staff across the Trust 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, Trustees 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.

#### **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 that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils 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 pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school 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 (e.g. declines in incidents of homophobic or transphobic bullying)
- 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 different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Encouraging and implementing initiatives between different groups of learners within the Trust. For example, our Pupil Voice Board has representatives from different year groups and is formed of learners from a range of backgrounds across all of our settings.

## **7. Equality considerations in decision-making**

The Trust ensures it has due regard to equality considerations whenever significant decisions are made.

The Trust and individual settings keep a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. See Appendix A.

## **8. Equality objectives**

There are two Trust-wide objective as below. Individual settings may also choose to publish their own equality objectives.

### **Trust-wide Objectives**

**To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.**

**To monitor and analyse staff recruitment, retention and development to ensure equality of opportunity for all staff**

## **9. Monitoring arrangements**

The Trust Board 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 CEO and Trust Board at least every 4 years.

This document will be approved by the Trust Board



## Appendix A - Equality impact assessment (EIA)

Name of person completing the EIA:	
Role of person completing the EIA:	
Date EIA completed:	
Contributors to the EIA:	

Policy or process information					
Name of policy or process:					
Purpose and intended aim of the policy or process:					
Who is the policy or process intended for? <small>[Tick all that apply.]</small>	Pupils	Employees	Governors/ Trustees	Volunteers	Visitors
Status of the policy or process:	New policy or process			Existing policy or process	
Date policy or process was last reviewed:					
Name of person responsible for the policy or process and its review:					

Analysis				
Protected characteristic group	Impact analysis			Explanation of impact analysis
	Positive impact identified	Neutral impact identified	Negative impact identified	
Age:				
Disability:				
Sex:				
Gender reassignment:				
Race:				

<b>Religion or belief:</b>				
<b>Sexual orientation:</b>				
<b>Marriage or civil partnership:</b>				
<b>Pregnancy and maternity:</b>				

### Evaluation and decision making

<b>Consultation and stakeholder engagement:</b>	[Include details of any consultation process or engagement with relevant stakeholders. Indicate if consultation or engagement was internal or external.]
<b>Evidence used to support the decision-making process and final decision:</b>	[Provide details of any evidence used to support the final decision made, e.g. research, surveys or verbal feedback.]
<b>Final decision:</b>	<p>[Once an EIA has been completed, if indirect or direct discrimination has been identified, then there are three options to be considered:</p> <ul style="list-style-type: none"> <li>• Removal of the policy or process.</li> <li>• Adaptation of the policy or process to remove the indirect or direct discrimination.</li> <li>• Continue without action.</li> </ul> <p>Record the decision made following completion of the EIA.]</p>
<b>Explanation of the final decision:</b>	[Provide a clear explanation for the decision reached. If the decision is made to continue with the policy or process without any action and discrimination has been identified, then the responsible body would be expected to be able to clearly justify that decision.]
<b>Monitoring arrangements:</b>	[Detail how the outcome of the EIA will be monitored, including frequency of monitoring and any required consultation or stakeholder engagement.]

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<b>Arrangements for communicating the outcome of the EIA:</b>	<b>[Explain how the outcome of the EIA will be shared and with whom, e.g. all relevant stakeholder groups.]</b>
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<b>Date EIA ratified by the responsible body:</b>	
<b>Date of review:</b>	