Equality Information

Applicable to:	✓	Seaton Valley High School
	✓	Seaton Sluice Middle School
	✓	Whytrig Middle School
Approval body:	Pupil Support Committee	

Status:

Statutory policy or document	Yes
Review frequency	Annually
Approval by	Governing Body to determine

Publication:

Statutory requirement to publish on school website	Yes
Agreed to publish on school website	Yes

Review:

Frequency	**Next Review Due**
Annually	Autumn 2027

Version Control:

Author	Creation Date	Version	Status
Business Manager (BW)	13 August 2019	0.1	Initial draft for 2019-20 based on previous separate school reports (September 2017)
Changed by	**Revision Date**		
Business Manager (BW)	16 September 2019	1.0	Final approved version for publication
Data and Curriculum Services Manager (AD)	20 October 2020	1.1	Updated for 2020-21
Business Manager (BW)	15 December 2020	2.0	Final approved version for publication
Data and Curriculum Services Manager (AD)	22 February 2022	2.1	Updated for 2021-22
Business Director (BW)	21 March 2022	3.0	Final approved version for publication
Business Manager - Data, Facilities and Curriculum Support (GT)	31 January 2023	3.1	Updated for 2022-23
Business Director (BW)	6 February 2023	4.0	Final approved version for publication
Business Manager - Data and Curriculum Support (GT)	2 October 2023	4.1	Updated for 2023-24
Business Director (BW)	23 October 2023	5.0	Final approved version for publication
Business Manager - Data and Curriculum Support (GT)	26 September 2024	5.1	Updated for 2024-25
Business Director (BW)	14 October 2024	6.0	Final approved version for publication
Business Manager - Data and Curriculum Support (GT)	29 October 2025	6.1	Updated for 2025-26; replaced references to ACHS with SVHS
Business Director (BW)	1 December 2025	7.0	Final approved version for publication
Business Director (BW) Business Manager - Data and Curriculum Support (GT)	21 September 2026	7.1	Updated for 2026-27; addition of workforce information at section 8
Business Manager - HR, Admin and Governance (JD)	3 November 2026	7.2	Updated section 8
Business Director (BW)	16 November 2026	8.0	Final approved version for publication

1 Introduction

1.1 This is the federation's published data about school population and differences of outcomes for groups with protected characteristics.

2 Composition by year group, ethnicity, gender and proficiency in English

2.1 As at September 2026, our schools are:

- SVHS - seven form entry in Year 9, eight form entry in Year 10, six form entry in Year 11, five forms in Year 12 and four forms in Year 13
- SSMS - two form entry in Year 5 and three form entry in Years 6 to 8
- WMS - three form entry

2.2 Teaching and learning has a focus on engaging and responding to the needs of all students, and engaging harder to reach groups with a curriculum appropriate to their needs e.g. we have literacy and numeracy groups.

2.3 We aim to be totally inclusive and review the curriculum each year with a view to ensure engagement of both boys and girls equally. The gender balance in each school is as follows:

- SVHS - 10 more boys in the school than girls
- SSMS - 14 more boys in the school than girls
- WMS - 26 more girls in the school than boys

2.4 The number of pupils from minority ethnic (ME) backgrounds is:

- SVHS - 23 out of 671
- SSMS - 8 out of 290
- WMS - 27 out of 347

2.5 The number of pupils who speak English as an additional language (EAL) is:

- SVHS - 8
- SSMS - 2
- WMS - 8

2.6 There are no identified trends in underachievement for these pupils.

2.7 We have specific groups in all year groups who are the focus of intense support with the development of their literacy and numeracy skills. We hope this will have a positive impact on their achievement across the curriculum.

2.8 Our disadvantaged pupils in respect of whom we receive the Pupil Premium (PP) grant are reported on as a discrete group in order to demonstrate the effect of the PP funding on closing gaps in attainment. In 2025-26 there was still a gap between those in receipt of the PPG compared to other pupils nationally. Each school is working hard to narrow this gap and further information regarding this can be found on the federation's website.

3 Composition by types of impairment and special educational need

3.1 The percentage of pupils on the SEND register in each school is as follows:

- SVHS - 16.5%
- SSMS - 28.6%
- WMS - 29.4%

3.2 The federation has clear protocols and targeted provision to support these pupils and further information regarding this can be found on the federation's website.

3.3 Provision is in place for all SEND pupils. Each school's SENDCo coordinates the support and directs appropriate staff to deliver targeted interventions to this group, and we record the interventions a pupil has had and their impact on attainment.

3.4 The federation's SEND Policy, other linked policies and pastoral or academic interventions support our SEND pupils and other vulnerable groups to develop strategies in order to generate active engagement and positive attitudes to learning in lessons.

3.5 Our schools are accessible sites with ramps, accessible toilets and wheelchair accessible buildings. The SVHS/WMS main school building has two lifts for wheelchair users to access the first floor. There is a current accessibility plan for each school.

4 Inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English

4.1 The federation has set equalities objectives and an action plan which reflects our priorities and objectives. These include narrowing any gaps that are still apparent including those in attainment, achievement and attendance. It also reflects our priority in raising awareness to racist and LGBTQ-phobic bullying issues and language and a commitment to safeguarding pupils from extremist ideologies.

4.2 Last year there was a gap between our SEND pupils and others. We are fully aware of this and efforts have been made to target this group. We hope to see the narrowing of this gap in 2026-27.

4.3 Our EAL pupils achieve in line with or slightly below their peers. We work in conjunction with the local authority to provide tutoring in English where appropriate. EAL students, where a qualification permits, have the option to complete a Level 1/2 or Level 3 qualification in their home language or one which is similar that they have knowledge of. In Summer 2026, one student took GCSE qualifications in their home language and achieved a grade 9. We also had one student complete GCE 'A' Level qualifications in a similar language to their own and achieved an A* grade.

4.4 Compared to girls in each school, boys' attainment was as follows:

- SVHS - lower, and lower than boys nationally
- SSMS - lower in Reading but higher in Maths and higher in Reading & Maths than boys nationally
- WMS - lower and lower than boys nationally

4.5 Pupils are targeted on our interventions for English and Maths. For example our set sizes are kept as small as we can make them, particularly for the lower ability, and all have extra support staff. Small groups of students attend booster groups or specific interventions.

5 Use of data on inequalities of outcome and involvement when setting objectives for achievable and measurable improvements

5.1 The targets we set that relate to achievement and closing gaps for vulnerable groups are set within each school's improvement planning and are reflected in our equalities objectives. Objectives relating to disadvantaged children eligible for Free School Meals (Pupil Premium) are given a high priority.

5.2 We record and report instances of discriminatory language and bullying, and set equalities objectives accordingly when we identify a need to incorporate anti-discriminatory practice into our teaching and learning.

5.3 Behaviour and safety data is analysed termly and actions are identified to address any concerns that have been raised. The pastoral teams and Senior Leadership Team consider the data and identify key issues which then feed directly into future thinking and practice.

6 Documentation and record-keeping

6.1 The federation's Equality Policy is published on the federation's website and there are references in our school development plans to gap closing and achieving equality of outcome for vulnerable learners.

6.2 Before introducing new policies or measures, the federation assesses their potential impact on equalities, both positive and negative e.g. a proposed staffing restructure will undergo an impact evaluation.

7 Roles and responsibilities

7.1 A senior member of staff (the federation's Assistant Headteacher - Inclusion) has special responsibility for equalities matters.

7.2 The Pupil Support Committee has oversight of equalities matters.

8 Staffing

8.1 The federation's programme for continuing professional development (CPD) includes references to equalities, both directly and indirectly. There is consideration of equality of opportunity in the recruitment and promotion of all staff.

Workforce Profile and Pay

Role Category	Total Staff	Female %	Male %	Ethnic Minority %	Disclosed Disability %
Senior Leadership	18	55%	45%	*	*
Teaching Staff	92	73%	27%	*	*
Support Staff	170	76%	24%	2.5%	*

* cohorts under 5 have been replaced with an asterisk (*) to ensure individuals cannot be identified

Employment Lifecycle and Decision-Making

- **Recruitment and progression:** The federation monitors recruitment trends by tracking total application numbers and shortlist-to-appointment ratios across protected characteristic groups. This data is reviewed to identify potential barriers in our hiring and internal promotion processes, ensuring fair treatment and supporting equal opportunity at all stages of employment.
- **Flexible working requests:** Out of 20 flexible working requests submitted across support and teaching staff in the last 12 months, 18 were approved and two were declined. The outcomes reflect our support for staff across key protected characteristics, notably sex and age. A large proportion of requests were submitted by female staff to assist with balancing work-life commitments and childcare responsibilities, as well as staff nearing retirement age who sought to reduce their working days.
- **Employee relations:** The federation is committed to maintaining positive employee relations and ensuring fair treatment, open communication, and equal opportunities for all staff members across every protected characteristic. Informal resolution mechanisms and supportive dialogue are actively encouraged to address workplace concerns promptly and constructively. During the last academic year, three formal grievances were raised. All of these matters were thoroughly investigated and resulted in appropriate actions being carried out, with no systemic discrimination trends being identified.

Equality Outcomes of Key Decisions

- **Assessment of Restructure Exercises:** Before implementing any staffing restructure or redundancy process, an Equality Impact Assessment (EIA) is conducted to evaluate potential impacts across all protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation). Selection criteria and processes are rigorously assessed to ensure fairness and prevent unlawful discrimination in compliance with the Equality Act 2010. Where potential adverse impacts are identified—such as disproportionate effects on specific age groups, staff with disabilities, or those with caring/maternity responsibilities—mitigating actions and alternative strategies (e.g., adjusting shift patterns, reviewing selection criteria, or offering flexible working arrangements) are established to minimise negative outcomes.

9 Behaviour and safety

9.1 There are clear procedures for dealing with prejudice-related bullying. Each school returns a report to the local authority annually on the number of racist incidents. Surveys show that most pupils feel safe from all kinds of bullying. Our parental surveys indicate that parents are happy with the way bullying is dealt with.

9.2 The local authority has close working relationships with Stonewall and Show Racism the Red Card.

10 Curriculum

10.1 Focussed attention is paid to the needs of specific groups of pupils, for example those who are registered as SEND, and there is extra or special provision for certain individuals/groups, as appropriate.

10.2 There is coverage in the curriculum that promotes students'/pupils' spiritual, moral,

social and cultural development.

10.3 Our schools take part in nationally recognised initiatives and award schemes e.g. Anti-Bullying Week and School Sports awards.

10.4 Within the curriculum materials in all subjects we are developing positive images of men and women from a variety of backgrounds to challenge stereotyping and discrimination.

11 Consultation and involvement

11.1 The federation is developing procedures for consulting and involving parents and carers, for engaging with local groups and organisations, and for finding out what pupils think about their school, and is considering the concerns and requirements of the Equality Act 2010 for each of these procedures.

11.2 Each school has a Student/Pupil Council that meets regularly and we survey pupils about various issues, as well as running panels to consult on issues associated with each year group e.g. transition.