



Equality Policy

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

Status:

Statutory policy or document	No
Review frequency	Governing Body to determine
Approval by	Governing Body to determine

Publication:

Statutory requirement to publish on school website	No
Agreed to publish on school website	Yes

Review:

Frequency	Next Review Due
Annually	Autumn 2027

Version Control:

Author	Creation Date	Version	Status
Assistant Head - Inclusion (AD)	16 May 2016	1.0	Final version for publication
Changed by	Revision Date		
Business Manager (BW)	22 July 2019	1.1	Language relating to disadvantage and LGBTQ+ updated in line with revised NCC model policy (October 2018)
Business Manager (BW)	16 September 2019	2.0	Final approved version for publication
Business Director (BW)	3 October 2022	2.1	Updates to some terminology
Business Director (BW)	2 October 2023	2.2	Four-yearly review; minor updates in line with revised NCC model policy (January 2023)
Business Director (BW)	23 October 2023	3.0	Final approved version for publication
Business Director (BW)	30 July 2026	3.1	Fully rewritten in line with The Key model policy (March 2025); review frequency amended to ensure continued compliance with the Public Sector Equality Duty
Business Director (BW)	24 August 2026	4.0	Final approved version for publication; replaced references to ACHS with SVHS

1 Aims

1.1 The federation aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

1.2 The protected characteristics are:

- age
- disability
- gender reassignment
- marriage or civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

1.3 Our federation aims to promote respect for difference and diversity in accordance with our vision and ethos.

2 Legislation and guidance

2.1 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

2.2 This document is also based on the following guidance:

- [Equality Act 2010: advice for schools](#)
- [Technical guidance for schools](#) from the Equality and Human Rights Commission
- [Public sector: quick start guide to the specific duties](#)

3 Roles and responsibilities

3.1 The governing body will:

- ensure that the equality information and objectives as set out in this statement are published and communicated throughout the federation, including to staff, pupils and parents/carers
- ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every four years
- delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Executive Headteacher

3.2 The equality link governor is Raj Das. They will:

- meet regularly with the designated member of staff for equality, and other relevant staff members, to discuss any issues and how these are being addressed
- ensure they are familiar with all relevant legislation and the contents of this document
- attend appropriate equality and diversity training
- report back to the full governing body regarding any issues

3.3 The Executive Headteacher will:

- promote knowledge and understanding of the equality objectives among staff and pupils
- monitor success in achieving the objectives and report back to governors
- have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

3.4 The designated member of staff for equality will:

- support the Executive Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- meet regularly with the equality link governor to raise and discuss any issues
- support the Executive Headteacher in identifying any staff training needs, and deliver training as necessary

3.5 All federation staff are expected to:

- have regard to this document
- work to achieve the federation’s equality objectives as set out in that document

4 Eliminating discrimination

4.1 The federation is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

4.2 Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

4.3 We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

4.4 New staff receive training on the Equality Act as part of their induction, and all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

4.5 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.

5 Advancing equality of opportunity

5.1 As set out in the DfE guidance on the Equality Act, the federation 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 who are being subjected to homophobic bullying)
- taking steps to meet the particular needs of people who have a particular characteristic
- encouraging all pupils to be involved in the full range of school activities

5.2 In fulfilling this aspect of the duty, the federation will:

- publish attainment data each academic year showing how pupils with different characteristics are performing
- analyse the data referenced above 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

5.3 In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a federation, we will publish information to show:

- the make-up of our workforce, with breakdowns of staff at different grades, levels and rates of pay (including any patterns of occupational segregation and part-time work)
- the profile of staff at different stages of employment including recruitment, training, promotion and leavers
- applications for flexible working and their outcomes for staff with different protected characteristics
- applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- grievances and disciplinary issues and complaints of discrimination and other prohibited conduct
- policies and programmes in place to address equality concerns from staff
- information from staff surveys and/or trade unions
- records weighing the equality outcomes of important decisions including evidence used to make decisions

5.4 We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

6 Fostering good relations

6.1 The federation 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 PSHE/SMSC, but also activities in other curriculum areas e.g. as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- making pupils aware of our behaviour and anti-bullying policies

- holding assemblies dealing with relevant issues; pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- working with our local community; this includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- encouraging and implementing initiatives to deal with any tensions between different groups of pupils within our schools; for example, our school/pupil councils have representatives from different year groups and are formed of pupils from a range of backgrounds; all pupils are encouraged to participate in a range of activities, such as sports clubs; we also work with parents to promote knowledge and understanding of different cultures

6.2 We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7 Equality considerations in decision-making

7.1 The federation ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

7.2 The federation always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, we will consider whether the trip:

- cuts across any religious holidays
- is accessible to pupils with disabilities
- has equivalent facilities for boys and girls

7.3 The federation keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8 Equality objectives and information

8.1 As a school, we are required to publish one or more equality objectives every four years, and equality information every year. These can be found on [the federation's website](#).

9 Monitoring arrangements

9.1 The Pupil Support Committee will review and publish updated Equality Information (as described above) at least annually.

9.2 The federation's Equality Objectives will be reviewed at least every four years by the Pupil Support Committee.

9.3 This Equality Policy will be reviewed by the Pupil Support Committee on an annual basis to ensure continued compliance with the PSED.