



Staffordshire University Academy Trust		SEAC Equality Policy (Adapted from SUAT Trust Policy Document)			
Approved by:	SEAC LAC	Issue Date:	March 2023	Review Date:	March 2027
Policy Owner:	J Talks				
Audience:	LAC	☒	Trustees	☐	General Public
	Staff	☒	Parents	☒	Pupils

Equality Policy

Ethos and Context of Our Academy

St Edward's Academy Cheddleton (SEAC) is a Church of England school and has the values promoted by Christ, as shown in the Bible, at its heart. Our Christian Distinctiveness is embodied in what you see, hear and feel through our academy ethos, culture, values and curriculum. We are an inclusive academy where all God's children, and adults, are treated with dignity and respected for difference, diversity and ways of living. We encourage all members of our community to grow and flourish within the context of our Christian belief and practice regardless of challenges, age, ethnicity, gender, identity, learning difficulty, nationality, religion, sexual orientation or disability.

Our Vision

We will teach **wisdom**, model and expect **respect** for all. We will nurture **compassion**, **responsibility**, **courage** and **perseverance**, equipping our children for life in all its fullness as **honest** adults in our diverse and ever changing world. We aspire to work collaboratively with our academy, Multi-Academy Trust, local, national and global communities as by...

Learning and Caring Together '...they will flourish in the courts of our God' (Psalm 92:13)

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1. Aims

St. Edward's Academy (SEAC) 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.
- [Valuing All God's Children \(The Church of England Education Office Summer 2019\)](#)

3. Roles and responsibilities

The Trust will:

Ensure that the equality information and objectives as set out in this statement are published and communicated throughout all SUAT schools, including to staff, pupils and parents

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 on a daily basis to the Headteacher/Principal at a local level and to the Trust Board at MAT level.

The Equality LAC link Member is Pam Kinshott. They will:

- Meet with the designated member of staff for equality at least twice a year, 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 board regarding any issues

The Principal will:

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



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The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor at least twice a year to raise and discuss any issues.
- Support the Principal in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to collectively work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

SEAC 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 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September. This is completed either face to face during INSET training or using the National College online platform. In addition, updates are shared during weekly briefing meetings.

SEAC has a designated member of staff for monitoring equality issues, and an Equality LAC link member. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, SEAC 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 societies)

In fulfilling this aspect of the duty, SEAC 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



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- 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

SEAC 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
- Holding worship time which deals with relevant issues. Staff and pupils will be encouraged to take a lead in such worship; external speakers may be invited to contribute
- Working with our local communities. 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 tensions between different groups of pupils within a school. For example, our school councils have representatives from different year groups and are formed of pupils from a range of backgrounds and abilities. All pupils are encouraged to participate in the school's extra-curricular activities, such as after school clubs, visits and residential.
- We also work with parents to promote knowledge and understanding of different cultures and contexts.
- Developing 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

At SEAC, we ensure that we have due regard to equality considerations whenever significant decisions are made.

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

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

SEAC keeps a written record (**known as an Equality Impact Assessment –Appendix B**) to show how we have actively considered our equality duties and asked the 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.



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8. Equality objectives

Objective 1

Ensure that SEAC fully implements the Behaviour, Anti Bullying and Child on Child Abuse policies in order to reduce the need to address and report any discriminatory incidents.

Why we have chosen this objective:

- We want all pupils and staff to attend SEAC free from any form of discrimination.
- We want all staff and pupils to be feel sufficiently confident to challenge any form of discrimination.
- We want staff training to remain current and in line with latest policy and guidance.
- We want all staff and pupils to know that they can report any form of discrimination; that they will be heard and follow up will happen.

To achieve this objective:

- We will annually monitor that all staff are trained to recognise and respond, in line with policy, any form of discrimination.
- We will regularly monitor how pupils and staff feel regarding discrimination; this may be addressed via internal surveys.
- External and internal monitoring will be carried out annually to ensure that Objective 1 is achieved.
- SEAC's LAC will regularly check that the relevant policies are upheld and any failure to do so is promptly addressed.

Objective 2

Ensure that the Curriculum and Pastoral Care, promotes diversity, challenges stereotypes and develops character education.

Why we have chosen this objective:

- We want all pupils to learn, appreciate and respect that we live in a diverse society.
- We want all pupils to feel sufficiently confident to be able to question and challenge stereotypes.
- We want all pupils to know that they are valued for who they are; to respect and value others; to be prepared to live and work in a diverse society beyond school.
- We want to uphold and strengthen Christian faith and values in accordance with our Articles.

To achieve this objective:

- We will ensure that we uphold and deliver the Trust ambition to Achieve Better Outcomes for All.
- We will monitor how we achieve Objective 2 above through the Curriculum provision and pastoral care.
- We will provide challenge and support through relevant CPD for staff and LAC members.
- We will work closely with the Lichfield Diocese Board of Education to ensure that our Church schools enable all pupils to flourish.
- The LAC will regularly check that the Curriculum offer and Pastoral Care are of the highest quality for all groups of pupils.

Objective 3



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Ensure that SEAC continually strives to deliver high quality teaching and learning with consistently high expectations and achievement for all pupils.

Why we have chosen this objective:

- In keeping with SUAT's vision to 'Achieve Better Outcomes' for all pupils, we will provide the very best teaching and learning opportunities.
- We will uphold the highest expectations for all pupils, regardless of their personal context and age.
- We will continually review, reflect upon and improve their provision to achieve the very best outcomes for all learners.

To achieve this objective, we plan to:

- We will provide appropriate support and challenge through internal and external monitoring.
- We will provide appropriate CPD and sharing of effective practice in order to improve outcomes for all SUAT pupils.
- We will work with other schools, Trusts and Educational Consultants to inform school provision and practice.
- We will regularly carry out stakeholder surveys to check that the quality of teaching and learning is of the highest quality for all pupils.
- The LAC will regularly monitor pupil outcomes to ensure that standards are improving for all groups of pupils.

Objective 4

Ensure that SEAC staff and LAC who are involved in recruitment and selection, are fully trained regarding equal opportunities and non-discrimination, alongside safer recruitment. Training records kept by each school and at Trust level, will show that 100% of those attending relevant training have a good understanding of the legal requirements.

Why we have chosen this objective:

- We will be a consistently fair and equitable employer.
- We don't want to unknowingly discriminate against any protected characteristics.
- We want all those employed by SEAC to know that the selection and recruitment processes are delivered without prejudice.

To achieve this objective, we plan to:

- We will ensure that all staff are trained in line with statutory policy and practice.
- We will carry out internal checks to ensure that statutory policy is followed and upheld.
- We will survey stakeholders to ensure that statutory policy has been upheld.
- We will explore external validation that SEAC practice is exemplary.

Please refer to **SEAC's Equality Objectives Action Plan 2023-2027** (in Appendix A) for information about how we intend to address these objectives and progress towards achieving them.



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9. Monitoring arrangements

Following Trust reviews, the Equality lead will update the SEAC Equality information we publish, [described in sections 4 to 7 above], at least every year.

Following Trust reviews, this document will be reviewed by Local Academy Council at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk Assessment
- Safeguarding
- Child on Child Abuse
- Anti-Bullying
- Behaviour Policy
- Disability Equality Scheme
- SEND Information Report
- SEND Policy



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Appendix A

SEAC's Equality Objectives Action Plan 2023- 2027

Equality Objective	Actions	Progress towards objectives
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Objective 1 - Ensure that SEAC fully implements the Behaviour, Anti Bullying and Child on Child Abuse policies in order to reduce the need to address and report any discriminatory incidents.	- We will annually monitor that all staff are trained to recognise and respond, in line with policy, any form of discrimination. - We will regularly monitor how pupils and staff feel regarding discrimination; this may be addressed via internal surveys. - External and internal monitoring will be carried out annually to ensure that Objective 1 is achieved. - SEAC's LAC will regularly check that the relevant policies are upheld and any failure to do so is promptly addressed.	
	SEAC Specific Actions: <i>Ensure that the SEAC Policy Review cycle is routinely followed and that updates reflect and refine all up to date and relevant guidance.</i> <i>Ensure Policy Review Procedures are adhered to in full, including communicating and explaining changes.</i> <i>Monitor the implementation and effectiveness of behaviour and equality policies through observation, pupil voice and analysis of incidents.</i>	
Objective 2 - Ensure that the Curriculum and Pastoral Care, promotes diversity, challenges stereotypes and develops character education.	- We will ensure that we uphold and deliver the Trust ambition to Achieve Better Outcomes for All. - We will monitor how we achieve Objective 2 above through the Curriculum provision and pastoral care. - We will provide challenge and support through relevant CPD for staff and LAC members.	



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	We will work closely with the Lichfield Diocese Board of Education to ensure that our Church schools enable all pupils to flourish.	
	SEAC Specific Actions: <i>Identify opportunities to promote diversity, challenge stereotypes and raise the profile of protected characteristics as part of curriculum scheme refinements (and improve where appropriate).</i> <i>Develop annual SEAC calendar for Equality, Diversity and Inclusion, building teaching and learning opportunities into the curriculum, reflection time, worship (Equality, Diversity and Inclusion Calendar 2023)</i> <i>Make meaningful links with other schools with differing demographics</i> <i>Introduce 'Proud to be Me' events</i> <i>Further develop courageous advocacy through effective charity work at a local, National and Global level.</i>	
Objective 3 - Ensure that SEAC continually strives to	We will provide appropriate support and challenge through internal and external monitoring.	



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deliver high quality teaching and learning with consistently high expectations and achievement for all pupils.	- We will provide appropriate CPD and sharing of effective practice in order to improve outcomes for all SUAT pupils. - We will work with other schools, Trusts and Educational Consultants to inform school provision and practice. - We will regularly carry out stakeholder surveys to check that the quality of teaching and learning is of the highest quality for all pupils. - The LAC will regularly monitor pupil outcomes to ensure that standards are improving for all groups of pupils.	
	SEAC Specific Actions: <i>Raise the attainment of all pupils and close/ narrow gaps in educational achievement by monitoring data/ Quality First Teaching /Interventions for specific groups, including the lowest 20%.</i> <i>Ensure early identification and access to a range of professional services. Refer to SEND Policy / information report.</i>	



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Objective 4 - Ensure that SEAC staff and LAC who are involved in recruitment and selection, are fully trained regarding equal opportunities and non-discrimination, alongside safer recruitment. Training records kept by each school and at Trust level, will show that 100% of those attending relevant training have a good understanding of the legal requirements.	- We will ensure that all staff are trained in line with statutory policy and practice. - We will carry out internal checks to ensure that statutory policy is followed and upheld. - We will survey stakeholders to ensure that statutory policy has been upheld. - We will explore external validation that SEAC practice is exemplary.	
	SEAC Specific Actions: <i>Further refine the induction process to ensure appropriate emphasis on equality policies and procedures at SEAC.</i>	



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Equality Impact Assessment

Question	Response
1. Name of policy/funding activity/event being assessed	
2. Summary of aims and objectives of the policy/funding activity/event	



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3. What involvement and consultation has been done in relation to this policy?
(e.g. with relevant groups and stakeholders)

4. Who is affected by the policy/funding activity/event?



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5. What are the arrangements for monitoring and reviewing the actual impact of the policy/funding activity/event?	
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Protected Characteristic Group	Is there a potential for positive or negative impact?	Please explain and give examples of any evidence/data used	Action to address negative impact (e.g. adjustment to the policy)
Disability			



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Gender reassignment*			
Marriage or civil partnership			
Pregnancy and maternity			
Race			
Religion or belief			
Sexual orientation			
Sex (gender)			
Age			
Other (caring responsibilities)			

*In addition to the above, steps will be taken throughout the funding process to minimise discriminatory practices. This includes diversity in review:

- NERC will endeavour to make sure that peer review assessment and interview panels are diverse (across a number of protected characteristics).
- Care has been taken to ensure that the language used within the call document is inclusive.



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Evaluation:

Question	Explanation / justification	
Is it possible the proposed policy or activity or change in policy or activity could discriminate or unfairly disadvantage people?		
Final Decision:	Tick the relevant box	Include any explanation / justification required
1. No barriers identified, therefore activity will proceed .		
2. You can decide to stop the policy or practice at some point because the data shows bias towards one or more groups		
3. You can adapt or change the policy in a way which you think will eliminate the bias		
4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore you are going to proceed with caution with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.		

Will this EIA be published* Yes/Not required (*EIA's should be published alongside relevant funding activities e.g. calls and events:	
Date completed:	



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Review date (if applicable):

Change log

Name	Date	Version	Change