



**STOUR VALE  
ACADEMY  
TRUST**

# **EQUALITY INFORMATION AND OBJECTIVES STATEMENT**

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## 1. Aims

Stour Vale Academy 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
- [Public Sector Equality Duty: Guidance for Schools | Equality and Human Rights Commission \(equalityhumanrights.com\)](#)

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 throughout the Trust and member 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 CEO.

The equality link trustee will:

- meet with the CEO with a specific focus on equality every term, 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 Trust Board regarding any issues.

The CEO will:

- promote knowledge and understanding of the equality objectives among staff in the Central Team and in member schools;
- monitor success in achieving the objectives and report back to the Trust Board;
- meet with the equality link trustee every term to keep them updated and raise any issues;
- identify any staff training needs, and arrange training as necessary.

All Trust staff 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 local governors are regularly reminded of their responsibilities under the Equality Act and an Equalities Impact Assessment is carried out when policies are implemented or reviewed.

New staff, trustees and local governors receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

The Trust has a designated member of staff for monitoring equality issues, and an equality link trustee. They regularly liaise regarding any issues and make senior leaders and the Trust Board aware of these as appropriate.

#### **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 staff that are connected to a particular characteristic they have;
- taking steps to meet the particular needs of people who have a particular characteristic;
- encouraging people who have a particular characteristic to participate fully in any activities.

In fulfilling this aspect of the duty, the Trust will:

- analyse publicly available attainment data each academic year showing how pupils with different characteristics are performing to support and challenge member schools and monitor impact;
- ensure that applications are encouraged from people with protected characteristics to work within the Trust, whether in a paid or unpaid capacity.

#### **6. Fostering good relations**

Secure autonomy enables and supports schools to build good relations within their own communities and contexts in the way which works best for them. The Trust maintains good relationships with neighbouring trusts and LAs and is committed to working collaboratively to promote equality. We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

The Trust aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- being committed to equality in its delivery of education, whether or not the service is directly provided by us or contracted to a third party provider. Trust leaders will monitor this education provision to ensure that students acquire the skills which enable them to be proactive in their behaviour and learning and to become responsible citizens;
- aiming to provide high quality education services, making sure services are easily accessible. We will improve what we do by continuing to consult with staff, students, parents, governors, local communities and other partners about education and equality issues;

- fostering positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities;
- ensuring that our staff, trustees and local governors who plan, agree and deliver our education provision recognise diversity and demonstrate a proactive approach in their day-to-day work. They will ensure that everyone is treated fairly, recognising special education or physical needs and understanding differences. Behaviour will reach our high standards of conduct (staff, volunteers and students) and the learning environment we provide will be safe and accessible for those studying and working. HR policies and procedures will be reviewed regularly to improve, adapt or amend current practices to promote equality of opportunities;
- ensuring that all HR and employment policies are applied consistently and fairly and refer to the provisions of the Equalities Act 2010;
- making every effort to create equality of opportunity for employees, ensuring opportunities are accessible and fair to all. Where necessary we will implement reasonable adjustments or additional support, to ensure equality of access to the working environment and opportunity to undertake the job role successfully.

In addition employees have access to a range of policies which aim to support and encourage flexibility and diversity in our workplaces.

## 7. Equality considerations in decision-making

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

The Trust always considers the impact of significant decisions on particular groups.

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

## 8. Equality objectives

### Objective 1

We believe that our staff should reflect as far as possible the communities they serve and that using monitoring data to inform future plans will enable us to move towards this aim. We will undertake an analysis of staff data and trends with regard to race, gender and disability, and report on this to the Trust Board, together with a plan for action in Autumn 2023.

### Objective 2

We believe that our trustees and local governors should reflect as far as possible the communities they serve and that using monitoring data to inform future plans will enable us to move towards this aim. We will undertake an analysis of diversity within our governance structures and report on this to the Trust Board with a plan for action in Autumn 2023.

### Objective 3

We want to make Objectives 1 and 2 above as effective as possible by using pupil data alongside staff and governance data. We will undertake an analysis of pupil data and trends with regard to race, gender and disability by Autumn 2023, and report on this to the Trust Board to provide a comparison for data from the first two objectives.

#### Objective 4

We believe that it is important that all panels making recruitment decisions are properly informed and comply with good practice expectations. We will train trustees, members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. We will ensure that all recruitment panels have at least one member who has been so trained with effect from January 2024 and report to trustees on take-up of training.

#### 9. Monitoring arrangements

The trustees will update the equality information we publish at least every year.

This document will be reviewed by trustees annually. This document will be approved by trustees.

#### 10. Links with other policies

This document links to the following policies:

- Safer Recruitment & Selection Policy
- Staff Code of Conduct
- Trustee / Local Governor Code of Conduct
- Staff Disciplinary Policy
- Staff Absence Management Policy

#### Appendix: Equality Impact Assessment

Question	Response
1. Name of policy or activity being assessed?	Equality Information and Objectives (PSED)
2. Summary of the aims and objectives of the policy?	To demonstrate how Stour Vale Academy Trust aims to meet its obligations under the Public Sector Equality Duty (PSED)
3. What involvement and consultation has been done in relation to the policy?	
4. What involvement and consultation is planned in relation to this policy?	Consultation with headteachers, trustees and local governors
5. Who is affected by the policy?	All employees, trustees and local governors are expected to contribute to achieving the aims set out in the document.
6. What are the arrangements for monitoring and reviewing the actual impact of the policy?	Monitoring and reporting arrangements are specified within the document. The document is subject to annual review, when new objectives may be set.

<b>Protected characteristic group</b>	<b>Is there potential for positive or negative impact?</b>	<b>Explanation &amp; details of any evidence / data used</b>	<b>Action to address negative impact (e.g. adjustments to the policy)</b>
<b>Disability</b>	Positive	The intention of this document is to set down ways in which the Trust will seek to measure engagement with people with protected characteristics in the business of the Trust and improve access to opportunities, so that Stour Vale Academy Trust becomes more inclusive and representative of the communities it serves.	
<b>Gender reassignment</b>	Positive		
<b>Marriage or civil partnership</b>	Positive		
<b>Race</b>	Positive		
<b>Religion or belief</b>	Positive		
<b>Sexual orientation</b>	Positive		
<b>Sex (gender)</b>	Positive		
<b>Age</b>	Positive		