



South East Cornwall Multi Academy Regional Trust

Equality Information and Objectives Policy

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1. Introduction

SMART is a public body by virtue of the funding received from the Department for Education and therefore has responsibilities under the Equality Act 2010, both as an employer and as a provider of education. This policy sets out our approach to equality and the equality objectives for SMART.

2. Aims

Our Trust 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 it. This requires us to:
 - Remove or minimise disadvantage
 - Take steps to meet different needs
 - Encourage participation when it is disproportionately low
- To foster good relations across all protected characteristics, between people who share a protected characteristic and people who do not share it.

The protected characteristics are:

- Age*
- Disability
- Gender reassignment
- Marriage or civil partnership*
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

These apply differently to our role as an education provider and an employer. *Age is relevant to employees but is not part of the provisions relating to students. Marriage and civil partnership is relevant to all employees, and to students who are 18 years old.

Our vision, which centres on SMART learners, SMART leaders, SMART communities, upholds the core principles of our equality duty. Held at the core of our Trust, our vision provides an agreed statement of what we want to achieve together. It allows us to set the defined direction of our development at the level of the individual school as well as more widely across the Trust:

2.1 SMART Learners

- Every child and adult constantly striving for excellence in all areas of learning
- Positive recognition of achievement in all its forms and at all levels ensuring every learner feels both supported and challenged
- Creating strong partnerships with peers and parents to maximise the progress of all learners.

2.2 SMART Leaders

- Every child and adult having opportunities to demonstrate and develop their leadership
- Schools, governors, staff and children being empowered to be active in developing their own character and owning their own futures
- Headteachers and Governors continually learning autonomy as leaders and engaging in system leadership regionally, nationally and internationally.

2.3 SMART Communities

- One Trust, working together to focus on the needs of all learners at all phases across South East Cornwall
- Inclusive local schools with all children and adults making positive contributions as good citizens to strengthen local communities
- All children and adults feeling safe within a caring and nurturing community in which mutual respect and kindness are non-negotiable.

3. Roles and Responsibilities

3.1 The Board of Trustees

The Board of Trustees will:

- Ensure that the equality information as set out in this statement is published and communicated throughout the Trust, including to local governors, staff, students and parents/carers
- Ensure that the published equality information is updated every year, and that the objectives are reviewed and updated every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher/Head of School/Nursery Lead.

3.2 The Headteacher/Head of School/Nursery Lead

The Headteacher/Head of School/Nursery Lead will, for their school:

- Promote knowledge and understanding of the equality objectives among staff and students
- 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.

3.3 All Staff across the Trust

All staff across the Trust are expected to have due regard to this document and work to achieve the objectives set out within.

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.

Trustees, local governors and all staff 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 minutes.

Leaders at all levels promote the spirit of the equality duty with transparency across their areas of responsibility when undertaking their duties.

New staff receive training on the Equality Act as part of their induction, and all staff receive annual refresher training.

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. students with disabilities)
- Taking steps to meet the specific needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities.

5.1 Publishing information about students

The Trust will for every school:

- Publish attainment data for each school each academic year showing how students with different characteristics are performing. The schools use this data to identify any actions that are needed.
- Confirm actions taken to support improvements for specific groups.
- Publish the behaviour policies.

Relevant information about each school will be published on their individual websites.

5.2 Publishing information about staff

In addition to the information about students, we will consider how our activities as an employer affect staff with protected characteristics. We will publish information to show:

- Gender pay-gap reporting and other pay equality issues
- Grievances and disciplinary issues and complaints of discrimination and other prohibited conduct
- Policies in place to address equality concerns from staff, for example, the Dignity at Work policy
- Records weighing the equality outcomes of important decisions including evidence used to make decisions.

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

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 the 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, students will be introduced to literature from a range of cultures.
- Raising student awareness of our behaviour and anti-bullying policies, encouraging them to embrace equality and diversity.
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute.
- Making sure schools work with their local community. This includes each school 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 students within each school. For example, school councils have representatives from different year groups and are formed of students from a range of backgrounds. All students are encouraged to participate in their schools' activities, such as sports clubs. Schools also work with parents/carers to promote knowledge and understanding of different cultures.
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop how they implement their approach.
- Encouraging and demonstrating appropriate behaviours and taking proportionate and consistent action to modify inappropriate attitudes and behaviours.
- Investigating any form of discrimination, harassment or victimisation relating to a person's protected characteristics, taking remedial action where necessary.

7. Equality Impact Assessments

The Trust 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.

In all of our schools, we will 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 students with disabilities; has equivalent facilities for all students irrespective of their

gender. The school keeps a written record 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.

8. Equality Objectives

As a Trust, we are required to publish equality information each year and will do this as follows:

- Gender pay gap information by 30 March each year.
- Outcomes for students in the autumn term each year.

We must report on at least 1 equality objective once every 4 years. We have chosen autumn 2026 to be our deadline for this. We will:

- Prepare and publish specific and measurable equality objectives through the long-term Trust strategic plan and the annually updated School Development Plans of each school
- Publish information to demonstrate how we are complying with the equality duty as regular key performance indicators in the termly updated Head's report to Governors by each school in the Trust which is published on each school's website.

9. Review

This document will be reviewed by the Board of Trustees annually in the autumn term to ensure compliance with the PSED and to reflect the latest plans and progress in meeting our objectives.

10. Related Policies

This policy and its ethos applies to all Trust policies and procedures for students, staff, parents and governance. All policies can be found on the SMART website at <https://www.smart-trust.net/information/policies/all-policies>

11. Further Information

There are many sources of information relating to the Equality Act 2010. In developing our objectives, we have used the following authoritative guidance published by the Equality and Human Rights Commission and Department for Education:

- Equality and Human Rights Commission - Guidance for Schools:
<https://www.equalityhumanrights.com/equality/equality-act-2010/technical-guidance-schools-england>
- Department for Education - Guidance for Schools:
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- Government Equalities Office – Guidance on meeting the specific duties that support the Public Sector Equality Duty:
<https://www.gov.uk/government/publications/public-sector-quick-start-guide-to-the-specific-duties>