



# Education Trust

‘Inspiring the individuals of today, for a better society tomorrow,

“Aspire, Belong, Collaborate”

## EQUALITIES and OBJECTIVES POLICY

Review Frequency	Annual - information 4 years - Objectives
Reviewed	October 2025
Next Review	October 2026 Objectives 2028
Agreed by Trustees	22 <sup>nd</sup> October 2025



## **Rationale**

This Policy incorporates the Single Equality Act 2010 which became law in October 2010 and active in April 2011. The policy is set to reflect and be responsive to the emerging changes of national policies following changes of Government, LSC, (drop of EDIMs) and Inspection Frameworks.

This Policy applies to all Riviera Education Trust academies (herein after referred to as RET or the Trust) staff, workers, pupils, visitors, directors, contractors and partners.

RET will strive to effectively embed and advance equality and diversity, tackle discrimination, through compliance with The Single Equality Act 2010. This will be achieved by setting a high-level mission and principles and developing innovative practices that embed equality and diversity into the fabric of the RET and its work with partners and the broader community and services.

## **Purpose**

Respect and protect the characteristics of:

- Age
- Disability
- Gender Reassignment
- Marriage/Civil Partnership
- Pregnancy/Maternity
- Race/Ethnicity
- Religion/Faith, Belief or None
- Sexual Orientation
- Sex

Promote an active Single Equality vision for the RET community and beyond, mission statement and strategic objectives.

The RET will strive to continually improve on an 'inclusive culture' and learning environment where all learners, staff, workers, directors, partners, stakeholders, visitors and contractors can participate and contribute, feel welcome, safe, valued, fairly and respectfully treated and free from discrimination, harassment, victimisation or bullying of any type including cyber bullying. Promote partnership working links to community building and cohesion.



Embed Equality and Diversity as key priorities and underpinning values that are integral to all teaching and learning, day to day activities, life within the broader communities, partnership innovations / developments, business, procurements and delivery of services.

Ensure the compliance of the partnership to all legal duties and specific requirements in relation to the promotion of Equality and Diversity including action plans and impact assessments.

### **Monitoring and Review**

The Heads of school for each academy will be responsible for co-ordinating monitoring and evaluation and will work in partnership with the Chief Executive Officer. They will be responsible for:

- Providing updates on equalities legislation and the academy's responsibilities in this regard;
- Working closely with the trustee responsible for this area.
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g. SEN, Children in Care, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas: Pupils' progress and attainment; Learning and teaching; Behaviour discipline and exclusions; Attendance; Admissions; Incidents of prejudice related bullying and all forms of bullying; Parental involvement; Participation in extra-curricular and extended school activities; Staff recruitment and retention; Visits and visitors

## **POLICY COMMITMENTS**

### **Promoting Equality: Curriculum**

We aim to provide all our pupils with the opportunity to succeed. To achieve this, we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the academy;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;



- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

### **Promoting Equality: Achievement**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the RET will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the RET and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the RET to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully in their own learning.

### **Promoting Equality: The ethos and culture of the Riviera Education Trust**

- At the RET, we are aware that those involved in the leadership of our community are instrumental in demonstrating mutual respect between all members of the community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the community;
- The children are encouraged to greet visitors to our academies with friendliness and respect;
- The displays around our academies reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to academy information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all pupils through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, the Pupil Council and there are regular opportunities to engage with pupils about their learning and the life of the academy;
- Positive role models are used throughout to ensure that different groups of pupils feel welcomed and included.

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;



- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination to ensure equality of opportunity.
  - Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the Academy;
  - Access to opportunities for professional development is monitored on equality grounds;
  - Equalities policy and practice is covered in all staff inductions;
  - All supply staff and contractors are made aware of the equalities policy and practice;
  - Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.
- Promoting Equality: Countering and Challenging Harassment and Bullying
- The RET counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and trustees;
  - The Trust has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
  - The Trust reports to Members on an annual basis the number of prejudice related incidents recorded across all of its academies.

### **Promoting Equality: Partnerships with Parents/Carers and the Wider Community**

The Trust aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the academy;
- Maintain good channels of communication, e.g. through parent meetings, to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome.

### **RESPONSIBILITY**

In the RET, all members of the community have a responsibility for promoting equalities. The Board of Trustees has responsibility for ensuring that:

- The Riviera Education Trust complies with all equalities legislation relevant to the academy communities;



- The Equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable;
  - The actions, procedures and strategies related to the policy are implemented;
- This policy should be read in conjunction with all other policies and procedures which may be used to monitor and improve Equality and Diversity within the Trust.

### **Previous Equality Objectives and review**

1. To reduce the use of prejudice-related derogatory incidents and use of derogatory language specifically aimed at race, gender and homophobic terms.

We have chosen this objective because each year we have incidents of prejudiced language used and although these are rare, we have the desire to eradicate this behaviour.

To achieve this objective, we will review our curriculum and increase the diversity within the sources and artefacts that we use. We will be explicit with the language we use with children, particularly around protected characteristics with those children in Year 4 and above.

We are currently engaging with DfE best practice in our delivery and working across the trust to establish the highest quality curriculum that be delivered most effectively by teachers.

We still experience incidents of this type and this target will continue into the coming year.

2. To ensure all staff are well informed of the Equality Duty Act and are able to deliver and challenge everyone's right to equality.

We have chosen this objective as we believe that in order for teachers to deliver the curriculum effectively, they need to understand fully the implications of what is being taught. We are also aware of our locality and workforce, which is predominately White British, and believe it is imperative that they have the best education to deliver equalities education effectively. This target has been the subject of curriculum improvements, however, there remains more work to do and next year's work in this area will include Equality, Diversity and Inclusion training for all staff.

3. To improve the attendance of White British who are in receipt of Pupil Premium Grant.

We have chosen this objective, because of all our ethnic groups, this group



has consistently had lower attendance than others and are therefore missing out on the opportunities that a full and rounded education can provide, including equalities education.

To achieve this objective, we have introduced trust wide attendance meetings and best practice is shared across our schools. We are also engaged in regional attendance hubs and have invested in staff to work with families to build relationships and support them in improving attendance. We analyse attendance data on a weekly basis and are tenacious in our approach to improving attendance.

Attendance has improved, however this objective remains relevant and we constantly strive to improve attendance.

### **Current Equality Objectives**

1. To reduce the use of prejudice-related derogatory incidents and use of derogatory language specifically aimed at race, gender and homophobic terms.

We have chosen this objective because each year we have incidents of prejudiced language used and although these are rare, we have the desire to eradicate this behaviour.

To achieve this objective, we will review our curriculum and increase the diversity within the sources and artefacts that we use. We will be explicit with the language we use with children, particularly around protected characteristics with those children in Year 4 and above.

We are currently engaging with DfE best practice in our delivery and working across the trust to establish the highest quality curriculum that be delivered most effectively by teachers.

2. To ensure all staff are well trained in Equality, Diversity and Inclusion (EDI). Working with Exeter University, we aim to make staff more aware of unconscious bias, negative language and prohibitive behaviours that could be impacting upon our communities. We will deliver training to school leaders in the first instance and then, in liaison with Exeter University, to all staff. This will include a review of the resources that we use to deliver the curriculum to pupils.

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We have chosen this objective, because of all our ethnic groups, this group has consistently had lower attendance than others and are therefore missing out on the opportunities that a full and rounded education can provide,



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## DETAILS OF AMENDMENTS

### **January 2019**

- Updated to include Shiphay Learning Academy

### **July 2019**

- Review without update

### **September 2020**

- Review – No changes required

### **October 2021**

- Review – No changes required

### **October 2022**

- Review – No changes required

### **November 2023**

- Review – No changes required

### **September 2024**

- Review – Objectives reviewed and updated

### **October 2025**

- Review – No changes required



