



Seahaven Academy

Equalities Analysis and Objectives

Date: November 2020

Reviewed: July 2022

Review Date: November 2024

PART ONE – EQUALITY ANALYSIS

Protected Characteristic	Group	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?	What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we need to take – these will form your objectives
Race	All:	<ul style="list-style-type: none"> • Equality Guidelines • Translation of key documents where needed • Harassment and Bullying Policy • Whistle blow policy • Frequent and open communication with Stakeholders 	<ul style="list-style-type: none"> • Links with academies with wider ethnic mix • Structures assemblies with relevant foci • Carefully planned PSHE programme • Active use of diverse and representative group of students in promotional materials • School counselling service available for staff 	<ul style="list-style-type: none"> • School vision statement • Emphasis on UKL vision ‘the best in everyone’ • A clear procedure for managing concerns • Prompt action dealing with racist incidents 	<ul style="list-style-type: none"> • Wider range of cultural activities promote diversity in school
	Staff:	<ul style="list-style-type: none"> • Equal Opportunities statement • Recruitment & Selection Policy • Grievance Procedure • HR Data • 1:1 meetings with line managers • SLT 1:1 meetings 	<ul style="list-style-type: none"> • Those with protected characteristics included in Equality Steering Group and policy development • Fair recruitment processes • Documents translated where requested • Staff survey 	<ul style="list-style-type: none"> • Include staff with protected characteristic in activities • Inclusive culture of academy • Prompt action dealing with racist incidents 	

		<ul style="list-style-type: none"> Promotion of Professional Associations 	<ul style="list-style-type: none"> Well being team 	<ul style="list-style-type: none"> Principal's 1:1 meetings Well being team 	
	Pupils:	<ul style="list-style-type: none"> Admission Policy Principal's report to LGB LGB minutes Detailed comparison of attainment data SIMS records Analysis of 'micro population groups' Involvement in local Fair Access panel 	<ul style="list-style-type: none"> Diverse and representative curriculum resources PE/PSHE Curriculum Anti-bullying policy Use data to identify groups and implement planned interventions to meet needs Period 6 extended school activities to include all groups EAL support incl. GCSE entry School counselling service Active use of all students in promotional materials Use of speakers from community groups 	<ul style="list-style-type: none"> Monitor types of bullying/content of graffiti Investigating reasons for poor attendance Celebration assemblies Activities Week Extra-curricular opportunities (e.g. music, sport etc.) Provision of residential visits abroad School counsellor support 	<ul style="list-style-type: none"> Education about unconscious bias Positive and mutually supportive culture further developed through ongoing programme of diversity, kindness and anti-bullying assemblies and PSHE sessions etc. to eliminate inappropriate language Greater evaluation and discussion of incidents and

					response so that staff, students and parents/carers feel that such issues are robustly managed
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Disability	All:	<ul style="list-style-type: none"> • Equality Guidelines • Harassment & Bullying Policy 	<ul style="list-style-type: none"> • Equalities statement • DDA complaints – reasonable adjustment made 	<ul style="list-style-type: none"> • Prompt dealing with equality issues • Provision for staff under DDA School / UL vision statement 	<ul style="list-style-type: none"> • None needed at present
	Staff:	<ul style="list-style-type: none"> • Recruitment & Selection Police • Grievance Procedure • HR data • Recruitment and promotion data • Support plans and info on phased returns • Reasonable adjustment • Info on staff applying for retirement on health grounds • Data on staff registered disabled 	<ul style="list-style-type: none"> • Structures assemblies with relevant foci • Assembly link to PSHE lessons • CPD access • Union meetings with Principal • Staff counselling • Fair recruitment procedures • Staff survey • Well being teams 	<ul style="list-style-type: none"> • Fair and transparent HR processes • Occupational Health screening Evidence of reasonable adjustment made • Wellbeing teams • Staff briefings 	<ul style="list-style-type: none"> • Share with staff regularly

	Pupils:	<ul style="list-style-type: none"> • SEN Policy, SEN achievement data, data on disabilities and adjustments made • evidence of: exam access, interviews with parents, DDA compliance, student support from Academy, Disability & Access Policy, SEN/, Admissions Policy, Analysis of 'micro population groups' as defined by Ofsted • Involvement in local Fair Access panel 	<ul style="list-style-type: none"> • Active use of all students in promotional materials • Assemblies • RE curriculum • PSHE theme activities • Counselling service 	<ul style="list-style-type: none"> • Supporting students with disabilities • Staff advised via medical pen pictures. Regular updating of medical practices/evaluation of responses to incidents • School counselling service • Student voice 	<ul style="list-style-type: none"> • Closer analysis of groups within SEND category • More frequent student voice with students representing this group • Develop broader understanding through staff training and acceptance to ensure that children with SEND are not experiencing unkindness
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	All:	<ul style="list-style-type: none"> • Equality Guidelines • Harassment & Bullying Policy • School/UL ethos 	<ul style="list-style-type: none"> • Equality guidelines • Assembly link to PSHE lessons 	<ul style="list-style-type: none"> • HR policies and procedures 	<ul style="list-style-type: none"> • None needed at present
	Staff:	<ul style="list-style-type: none"> • Equal Opportunities Statement • Recruitment & Selection Policy • Grievance Procedure • HR Data • Tribunals 	<ul style="list-style-type: none"> • CPD access • Staff survey • Well being team 	<ul style="list-style-type: none"> • Fair and transparent processes • Training availability and attendance • Staff briefings • Occupation Health screening • Well being team • Staff briefings 	<ul style="list-style-type: none"> • None needed at present
	Pupils:	<ul style="list-style-type: none"> • Evidence of improvement • Pupil data incident forms LGB Minutes SIMS • Student Support Panel • Tutor Time • Analysis of 'micro population groups' as defined by Ofsted 	<ul style="list-style-type: none"> • SRE policy • Assemblies • Behaviour policy • School Counselling Service • Student Council/Voice 	<ul style="list-style-type: none"> • Partnership links with universities • Training available and attendance • Assemblies 	<ul style="list-style-type: none"> • Continued proportion of careers in STEM subject for girls • Address issues of sexism

		<ul style="list-style-type: none">• Involvement in local Fair Access panel		<ul style="list-style-type: none">• School Counselling Service• Student Council/Voice	<p>attitudes and language so that students feel confident reporting an staff feel confident identifying and managing</p> <ul style="list-style-type: none">• Discuss peer abuse as part of PSHE
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Gender Reassignment	All:	<ul style="list-style-type: none"> • Examples of supporting transition • Equality Guidelines • Monitoring forms and surveys • Harassment & Bullying Policy 	<ul style="list-style-type: none"> • Access to relevant HR and support documentation through UL Hub 	<ul style="list-style-type: none"> • School Counselling • Welcoming ethos for visitors who are in protected groups • Gender neutral toilets available 	<ul style="list-style-type: none"> • Promote awareness of locally and nationally recognised support groups
	Staff:	<ul style="list-style-type: none"> • Recruitment & Selection Policy • Grievance Procedure • Recruitment and promotion data for transgender • Policy/guidance for staff transition 	<ul style="list-style-type: none"> • Clear recruitment processes • Well being team • Staff briefings 	<ul style="list-style-type: none"> • Well being team • Staff briefing 	<ul style="list-style-type: none"> • Remain aware of potential staff in protected group
	Pupils:	<ul style="list-style-type: none"> • Achievement data on gender dysphoric pupils • Recording all equalities incidents policy/guidance on pupil transition incident reports • LGB minutes • Principals report to LGB Comparable attainment data SIMS 	<ul style="list-style-type: none"> • Anti bullying to include specifically transgender (see Home Office booklet) PSHE or citizenship item on transgender • Close liaison with parents of transgender students to ensure equality of opportunity 	<ul style="list-style-type: none"> • Monitor type of bullying/content of graffiti • Taking seriously the reasons for school refusal and being bullied if gender related 	<ul style="list-style-type: none"> • Ensure awareness of potential students in protected group and ensure effective primary to

		<ul style="list-style-type: none"> • Student Support Panels • Admissions Policy • Analysis of 'micro population groups' as define by Ofsted • Involvement in local Fair Access panel 	<ul style="list-style-type: none"> • School Counselling Service Council/Voice 	<ul style="list-style-type: none"> • Assemblies to promote ethos & diversity • College counselling service • Student Council/Voice 	<p>secondary transition</p> <ul style="list-style-type: none"> • Greater evaluation of incidents and response • Develop LGBT group in school
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Pregnancy & Maternity	All:	<ul style="list-style-type: none"> • Equality Guidelines • Harassment and Bullying Policy 	<ul style="list-style-type: none"> • Compliance with Guidelines and Policies 	<ul style="list-style-type: none"> • Ongoing communication and support • Academy vision statement 	<ul style="list-style-type: none"> • None needed
	Staff:	<ul style="list-style-type: none"> • Opportunities Statement • Recruitment & Selection Policy Recruitment and Promotion data rate of return post maternity leave HR policies and procedures adoption Policy • Grievance Procedure • Records of tribunals 	<ul style="list-style-type: none"> • Compliance with legislation • Maternity entitlements • Flexible working requests/adjustments made 	<ul style="list-style-type: none"> • Celebration of pregnancies and births • Records of KIT day • Invitation to school events • Promotion of Internal job opportunities during period of leave • Paternity leave granted • Staff briefings 	<ul style="list-style-type: none"> • None needed

	Pupils:	<ul style="list-style-type: none"> • Exclusions Policy • SEN Policy • Data available: Student support meeting minutes, Student pen pictures, Tutor Time/PSHE, Admission Policy, Achievement data, Adjustment to timetable • Involvement with local Fair Access panel 	<ul style="list-style-type: none"> • Adjustments to support learning • Liaison with other agencies • Flexibility over curriculum and exams • Curriculum • Results analysis • Specialist centres • School counselling service • School Council/voice 	<ul style="list-style-type: none"> • Support network from pastoral team • Student encouraged to maintain links with school during and kept informed of student activities • Ongoing communication and support • Parental engagement evenings • Assemblies • School counselling service • Student Council/Voice • Link to ESCC specialist support 	<ul style="list-style-type: none"> • None needed
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Age	All:	<ul style="list-style-type: none"> Guidelines Harassment & Bullying Policy Community cohesion 	<ul style="list-style-type: none"> Compliance with Guidelines Assemblies Assembly link with PSHE 	<ul style="list-style-type: none"> School/UL Vision Statement 	<ul style="list-style-type: none"> None needed at present
	Staff:	<ul style="list-style-type: none"> Equal Opportunities student Recruitment & Selection Policy Grievance Procedure Recruitment and Promotions Data Age profile of staff HR policies/procedures and guidance CPD availability and attendance 	<ul style="list-style-type: none"> Compliance with legislation 	<ul style="list-style-type: none"> All events inclusive CPD inclusive of all age ranges Community volunteers Guest speakers Links with local Age UK groups 	<ul style="list-style-type: none"> None needed at present
	Pupils:	<ul style="list-style-type: none"> Tutor time Activities designed for different key stages Involvement in local Fair Access panel 	<ul style="list-style-type: none"> School Counselling Service Student Council/Voice Transition process for Year 6 to 7 Partnership links with local primaries from Year 2 upwards 	<ul style="list-style-type: none"> All events inclusive School work experience available Community volunteers 	<ul style="list-style-type: none"> Further develop cross age group activities both in and outside of the school

			<ul style="list-style-type: none">• Additional time before and after school to support homework• Different homework expectations for Key stage 3/4	<ul style="list-style-type: none">• Curriculum progression• Guest speakers• Assemblies• Partnerships with local age support services• Good relationships with local nursery/primary schools• School counselling service• Student Council/Voice	
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Religion and Belief	All:	<ul style="list-style-type: none"> Equality Guidelines Harassment & Bullying Policy 	<ul style="list-style-type: none"> Time off for religious observation Assembly links 	<ul style="list-style-type: none"> Community involvement 	<ul style="list-style-type: none"> Produce a guidance document for school staff
	Staff:	<ul style="list-style-type: none"> Recruitment & Selection Policy Grievance Procedure Recruitment and promotion data 1:1 meetings with line managers 	<ul style="list-style-type: none"> Fair recruitment processes Documents translated where appropriate 	<ul style="list-style-type: none"> Assemblies Awareness and community involvement Time off for religious observations Staff briefings 	<ul style="list-style-type: none"> None needed at present
	Pupils:	<ul style="list-style-type: none"> Group Equal Opportunities Student Statement Admission Policy Tutor Time Involvement in local Fair Access panel 	<ul style="list-style-type: none"> RE curriculum Use data to identify groups and implement interventions Extended school activities for all visits School counselling service Student voice 	<ul style="list-style-type: none"> Students provided with time and space to observe where appropriate Assemblies Community involvement – religious clubs as requested 	<ul style="list-style-type: none"> More opportunities for student voice from this group in order to develop plan for sensitive and appropriate methods of supporting

				<ul style="list-style-type: none">• Time off for religious observations• School counselling Service• Student Voice	diverse religious beliefs in school including within the curriculum
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Sexual Orientation	All:	<ul style="list-style-type: none"> Equality Guidelines Harassment & Bullying Policy Inclusions policy School/UL ethos 	<ul style="list-style-type: none"> Assembly links to PSHE 	<ul style="list-style-type: none"> School/UL Vision Statement Staff Briefings 	<ul style="list-style-type: none"> None needed at present
	Staff:	<ul style="list-style-type: none"> Equal Opportunities Statement Recruitment & Selection Policy Grievance Procedure HR Data 1:1 meetings Recruitment data Grievance outcomes 	<ul style="list-style-type: none"> Fair recruitment processes Engage staff in policy development Well being team Staff survey 	<ul style="list-style-type: none"> Staff briefings EAP Scheme Assemblies 	<ul style="list-style-type: none"> None needed at present
	Pupils:	<ul style="list-style-type: none"> Admission Policy Tutor Time, incident forms LGB Minutes Comparable attainment data SIMS student Support Panel Pupil population data – benchmarked against local population data Pupil exclusion for discriminatory behaviour 	<ul style="list-style-type: none"> RE curriculum School enrichment/PSHE activities Data to identify and implement interventions School counselling service Student voice 	<ul style="list-style-type: none"> Team work, any needs identified and strategies put in place to support students Assemblies/guest speakers School counselling service 	<ul style="list-style-type: none"> Greater evaluation of incidents and response Address issues around use of language which could be

		<ul style="list-style-type: none">• Analysis of 'micro population groups' as defined by Ofsted• Involvement in local Fair Access panel		<ul style="list-style-type: none">• Student voice	<p>perceived as homophobic</p> <ul style="list-style-type: none">• Diverse and representative curriculum and resources
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PART TWO – EQUALITY OBJECTIVES

Equality Objective 1:

To promote cultural development and understanding through a rich range of experiences both in and beyond the school

Why we have chosen this objective:

- In a rapidly changing society Students at Seahaven Academy must have a broad understanding of the similarities and a deep respect for the differences between human beings and must recognize the rich opportunities that arise from living in a diverse community.

To achieve this objective we will:

- Develop the PSHE and tutor programmes to ensure that relevant, contextual issues are discussed such as the current 'Black Lives Matter' agenda.
- Create opportunities for members of different communities to visit school to speak both about issues of equality and also the wider curriculum
- To ensure that extra-curricular opportunities are broad and inclusive and that they provide access to a wide range of cultural opportunities and activities which foster tolerance, respect and understanding

Progress we are making towards achieving this objective:

- PSHE programme specifically planned to develop understanding and widen experience - see Curriculum Plan
- Promotion specifically of Black Lives Matter in wider curriculum
- Outside speakers to widen experience and access to a wider experience - e.g. DT Newhaven Development Panning and All Sorts Year 10 PSHE
- Extra-curricular activities have been limited this year due to Covid, but will be prioritised in the next academic year.

Equality Objective 2:

To ensure that the school environment and curriculum are diverse and representative of the population of the UK so that all people with protected characteristics feel welcome, included and empowered. We will complete this by July 2024

Why we have chosen this objective:

- It is important that young people with protected characteristics do not feel limited and the curriculum, including curriculum resources, and the school environment is an important methods of conveying the message that all young people can be themselves and have the highest aspirations for their future

To achieve this objective we will:

- Regularly audit and refresh displays and promotional materials
- Audit the curriculum, including resources used.
- Ensure that all books in school, both fiction and non-fiction are regularly checked and refreshed in order to take books out of circulation which are old and do not represent what we are trying to achieve in terms of inclusion and diversity.

Progress we are making towards achieving this objective:

- **Regular audit of displays.** In the summer term, we used the Inset session to focus on equalities and explain the work that had been in place this year. One of the recommendations from the Insight group was to improve the representation diversity in the corridors and the classrooms. Staff sent in suggestions as to how to improve the visual representation in the school. These ideas, as well as those from the Insight group, are being taken and actions for the next academic year. Each classroom will have an Equalities display which will be adapted to suit the curriculum area. Equalities will be more prominent in the display areas of the whole school
- **Departmental audit and review of curriculum** This is an ongoing process following the Inset training July 21. In term 3 departments were commissioned to review their audit and use this to focus their curriculum planning for the next academic year.
- **Amendment of Curriculum** and set texts to ensure diversity and relevance for all topics and for all year groups.

Equality Objective 3:

Students have a wider understanding of unconscious bias and are active and anti-prejudice rather than passively non prejudiced. We will complete this by July 2024

Why we have chosen this objective:

- Unconscious bias has been brought to the fore as an issue to be addressed if we are to live in genuinely anti prejudiced climate.
- For young people from Seahaven to understand to take their position in the world as anti-prejudice, anti-discriminatory, kind, tolerant and understanding adults, employers and activists we must address and teach the power of unconscious bias, how to recognize it and how to respond to it.

To achieve this objective we will:

- Provide CPD for staff
- Actively teach about unconscious bias
- Allow for open discussion around issues related to unconscious bias
- Hold frequent reviews and audits of materials and curricular in school with unconscious bias in mind

Progress we are making towards achieving this objective:

- Unconscious bias training in July INSET led to the curriculum audit and review in each department.
- The Year 8 and Year 9 Insight group worked well in Term 6. They have worked through the 5 sessions from the university programme and were able to explore the school experience from the perspective of non-white students. This will be written up to present to SLT in September 22. There will be a clear list of recommendations from the students which will be monitored in Term 1. The group will meet again to review progress.
- Student Mentoring. Following on from the Insight group, there will be a mentoring programme in place for older nonwhite students to mentor younger students. All those on the Insight programme will be invited to join this programme.
- Following the success of the Insight Group, we are looking at extending the inclusive student voice programme to include a group for LGBT+ students and also a group looking at gender bias.

Policy	RACE	DISABILITY	SEX	GENDER REASSIGNMENT	PREGNANCY AND MATERNITY	AGE	RELIGION AND BELIEF	SEXUAL ORIENTATION
Admissions Policy	*	*	*	*	*	X	*	*
Adoption Policy	X	X	X	X	*	X	X	X
Disability & Access Policy	X	*	X	X	X	X	X	X
Exclusions Policy	X	X	X	X	*	X	X	X
Equality Guidelines	*	*	*	*	*	*	*	*
Equal Opportunities Statement	*	*	*	*	*	*	*	*
Grievance Procedure	*	*	*	*	*	*	*	*
Harassment & Bullying Policy	*	*	*	*	*	*	*	*
Recruitment & Selection Policy	*	*	*	*	*	*	*	*
SEN Policy	X	*	X	X	*	X	X	X