

Equality information and objectives

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1. Aims

Kent Catholic Schools' Partnership ("the Trust") aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010 ('Equality Act')
- 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 the [Department for Education \(DfE\) advice for schools on the Equality Act](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the public sector equality duty](#).

3. Roles and responsibilities

The **Trust Executive** will:

- Ensure that Trust-level equality information and Trust equality objectives as set out in section 8 of this Policy and on the Trust website are approved by the Trust Board of Directors, published and communicated to every Headteacher, and that they are reviewed and updated at least once every four years.

The **Trust Board of Directors** will:

- Approve Trust-level equality information and Trust equality objectives
- Monitor success in achieving the Trust equality objectives through the Audit and Risk Committee on an annual basis.
- Delegate responsibility for monitoring the achievement of the school-specific objectives on a daily basis to the Headteacher and to the local governance committee of each school.

The **Headteacher** will:

- Ensure that the equality information and the Trust equality objectives and school-specific equality objectives as set out in this policy are approved, published and communicated throughout the school, including to staff, governors, pupils and parents.
- Ensure that school-specific equality objectives are reviewed and updated at least once every four years.
- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to the Local Governance Committee on an annual basis.

The **Local Governance Committee** will:

- Monitor the delivery of the school-specific objectives via an annual update received from the Headteacher.
- Review updated school-specific objectives at least once every four years and make recommendations to the Headteacher.

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 and complies with non-discrimination provisions.

Where relevant, our Trust and school policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff, Trust Directors and local governance committee members are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where equality has been discussed during a meeting it is recorded in the meeting minutes.

New staff will receive online training on the Equality Act as part of their induction, with all staff undertaking a refresher every three years.

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 which 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 activities)

5.1 Publishing information about pupils

In fulfilling this aspect of the duty the Trust will, for every school:

- Publish attainment data for each school each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- 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 pupils

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

5.2 Publishing information about staff

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

- The make-up of our workforce
- Gender pay-gap reporting and other pay equality issues
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may suppress some data if it relates to a very small number of staff or pupils 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. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

- Holding assemblies dealing with relevant issues. Pupils 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 organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within each school. For example, school councils have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in their schools' activities, such as sports clubs. Schools also work with parents 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.

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. For example, when an 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

Each school will consider its equality duties as part of the risk assessment carried out when planning school trips and activities. The risk assessment is completed by the member of staff organising the activity and is stored electronically.

8. Equality objectives

Trust Equality Objectives

While the Equality Act 2010 focuses on preventing discrimination and ensuring equal treatment; to achieve this requires equitable treatment - recognising and valuing the unique needs, backgrounds and circumstances of every individual. The Trust equality objectives, therefore, seek to recognise and address the diverse needs and circumstances of each individual by providing an environment where everyone has equal opportunity to reach their potential and fully experience a rich, fulfilling, and happy school life. Our main aim, as set out in the Trust's Strategic Plan for 2022-2027, is that our Trust recognises diversity and enables equality of opportunity in all aspects of our Trust.

This means that by the end of 2027:

- For all those in our Trust community, there will be a culture that enables anyone to be confident to disclose harassment or bullying in the secure knowledge that issues will be addressed promptly and effectively
- Personal, Social and Emotional education across our schools will link together to enable a holistic understanding for all, with clear links to PSHE, RE, RSE, safety and development
- Research based strategies are adapted and embedded as appropriate, so all our pupils are enabled to flourish academically, physically, and emotionally
- Our schools will be recognised for their excellent inclusive practice for our children and young people with Special Educational Needs and Disabilities (SEND)
- Strategies and plans always include recognition of those with additional needs
- Schools will work together as part of the partnership to offer mutual support, to act as critical friends, to explore research-based evidence and to develop excellent practice in the provision for our pupils with SEND

- Strategic leadership across schools, groups of schools and hubs will enable current and aspiring leaders, from diverse backgrounds, to gain further professional development and the ability to share their skills widely across the Trust
- Talent spotting of future leaders and development programmes will be in place, accessed and evaluated for impact.

We also seek to address inequalities in the following key areas:

- To narrow the attainment gap between boys and girls in English, Mathematics and Science at all key stages;
- To narrow the gap in performance of all pupils with SEND;
- To narrow the gap in performance between disadvantaged and non-disadvantaged groups;
- To promote cultural development and understanding through a rich range of experiences both in and beyond the curriculum; and
- To prevent and respond to all hate incidents and prejudice-based bullying
- To increase the representation of black, asian and minority ethnic staff at all levels, including in leadership and management and teaching roles, from a current level of 2% to better reflect their pupil and wider communities. There are currently 9% BAME pupils when looking across the Trust and a Kent population that is 6% BAME.
- Work towards improving the availability of Trust-wide staff equality data, including improving staff disclosure rates across the relevant protected characteristics

For an update on progress against Trust objectives, please visit the Trust website:

www.kcsp.org.uk

School Equality Objectives

Each school determines and publishes its own local objectives including:

- Why it has chosen the objectives
- How they link to their School Improvement Plan
- What it plans to do to achieve those objectives
- The Progress it is making towards those objectives, updated annually.

9. Monitoring arrangements

The Headteacher of each school will update and monitor the equality information published by the School, described in sections 6 and 8 above, at least every year.

This published information will be reviewed by the Local Governance Committee of each school annually.

The Trust Equality Objectives will be updated by the Trust Executive team and approved by the Trust Board at least every 4 years. The Trust Board will review progress towards the overall objectives at least every year.

School Equality Objectives will be updated by the Headteacher every four years and approved by the Local Governance Committee. Progress towards the objectives will be reviewed by the Local Governance Committee at least every year.