



# Equality information and objectives

Date of last review:	May 2020	Date of next review:	May 2022
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Type of policy:	Trust-wide	Approval:	Board of Directors

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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 Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

### 3. Roles and responsibilities

The **Trust Board of Directors** 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, published and communicated to every Executive Principal/Headteacher, and that they are reviewed and updated at least once every four years.
- Promote knowledge and understanding of the Trust equality objectives across the Trust.
- Monitor success in achieving the Trust equality objectives as well as the Academy-specific equality objectives through the Finance and Resources Committee on an annual basis.

The **Executive Principal/Headteacher** will:

- Ensure that the equality information and the Trust equality objectives and academy-specific equality objectives as set out in this policy are approved, published and communicated throughout the academy, including to staff, governors, pupils and parents.
- Ensure that academy-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 Executive Governing Body/Local Governing Body on an annual basis.

The **Executive Governing Body/Local Governing Body** will:

- Monitor the delivery of the Trust equality objectives and the academy-specific objectives via an annual update received from the Executive Principal/Headteacher.
- Review updated academy-specific objectives at least once every four years and make recommendations to the Executive Principal/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 academy policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors 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 academy activities)

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

- Review attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response
- Make evidence available identifying improvements for specific groups (e.g. improvements in progress or attainment for pupils with SEND)

- Review further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

## **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. Each academy will set out on its website how it seeks to achieve that aim.

## **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 academy trip or activity is being planned, the academy considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

Each academy will consider its equality duties as part of the risk assessment carried out when planning academy 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**

The Trust has set the following overall Equality Objectives:

- To help all children and young people achieve fulfilment spiritually, academically, emotionally and psychologically by supporting them, and their families, and to ensure particular improvement in the lives of the most vulnerable.
- To narrow the gap in the attainment and progress of different groups of learners, with a particular focus on improving the achievement of pupils with Special Educational Needs and/or Disability (SEND), those in receipt of pupil premium funding and the “most able”.
- To value and support all employees within the Trust, by providing career development and progression opportunities to all (including those groups protected by the Equalities Act), so that their well-being is further enhanced, engagement is increased and the Trust workforce better reflects the diversity of the local population at all levels.

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

[www.kcsp.org.uk](http://www.kcsp.org.uk)

### **Academy Equality Objectives**

Each academy determines and publishes its own local objectives including:

- Why it has chosen the objectives
- What it plans to do to achieve those objectives
- The Progress it is making towards those objectives, updated annually.

## **9. Monitoring arrangements**

The Executive Principal/Headteacher of each academy will update and monitor the equality information published by the Academy, described in sections 6 and 8 above, at least every year.

This published information will be reviewed by the Executive Governing Body/Local Governing Body of each academy 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.

Academy Equality Objectives will be updated by the Executive Principal/Headteacher every four years and approved by the Executive Governing Body/Local Governing Body. Progress towards the objectives will be reviewed by the Executive Governing Body/Local Governing Body at least every year.