Kent Catholic Schools' Partnership

'Academies in Christ'
Part of the Archdiocese of Southwark

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 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 School-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 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 Executive Governance Committee/Local Governance Committee on an annual basis.

The **Executive Governance Committee/Local Governance Committee** will:

- Monitor the delivery of the Trust equality objectives and the school-specific objectives via an annual update received from the Executive Principal/Headteacher.
- Review updated school-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 school 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 school 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 or staff.

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 school 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 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

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 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 AEN/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 special educational needs or disabilities;
- 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
- 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 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 Executive Governannce Committee/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 Executive Principal/Headteacher every four years and approved by the Executive Governance Committee/Local Governance Committee. Progress towards the objectives will be reviewed by the Executive Governance Committee/Local Governance Committee at least every year.