

Equality Statement and Objectives

Approved by:	Trust Board	Date:
Adopted by:	LGCs	Date:
Last reviewed on:	N/A	
Next review due by:		

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1. Aims

This policy sets out how The Little Way Catholic Educational Trust (LWCET) meets its obligations under the Equality Act 2010 and ensures compliance with the Public Sector Equality Duty. Our Trust aims to:

- Eliminate discrimination and other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations across all characteristics

As a Catholic trust, our mission is rooted in the belief that all people are created in God's image and likeness. We strive to provide an inclusive, welcoming, and respectful environment for pupils, staff, families, and our wider community.

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
- The Trust's funding agreement and Articles of Association

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

3.1 The Board of Directors

The Board of Directors holds the strategic responsibility for ensuring compliance with the Equality Act 2010 across the Trust. Directors will:

- Approve the policy and set overarching trust-wide equality objectives
- Ensure that the equality information set out in this statement is published and communicated throughout the trust, including to local governors, staff, pupils and parents and published annually on the website.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives daily to the Trust Headteachers and the Local Governance Committees.

3.2 Local Governance Committees (LGCs)

Each school's Local Governance Committee is responsible for ensuring the effective implementation of the Trust policy at school level. LGCs will:

- Adopt and uphold the Equality Information and Objectives Policy
- Monitor the school's progress against local equality objectives
- Ensure that equality-related risks and opportunities are considered as part of school improvement planning
- Review anonymised data (e.g., attainment, exclusions, bullying incidents) for protected groups and hold leaders to account
- Appoint a named link governor for equality who liaises with the headteacher and the designated equality lead
- Ensure that local equality objectives are published on the school's website and reviewed annually

3.3 Headteachers

Headteachers lead the operational implementation of this policy in their schools. They will:

- Embed equality objectives in the school's strategic and operational plans
- Ensure that curriculum content, teaching practices, and wider school life reflect the Trust's commitment to inclusion and equality
- Promote staff and pupil understanding of the Equality Act and the school's equality objectives
- Appoint a member of staff to act as the designated equality lead
- Ensure equality impact assessments are completed where required
- Provide reports on equality matters to the LGC and respond to their challenge

3.4 Designated Equality Lead (in each school)

This role may be taken on by a senior leader or another appropriately experienced member of staff. The designated equality lead will:

- Monitor progress against equality objectives
- Liaise regularly with the Headteacher and link governor
- Lead staff training and awareness-raising sessions as appropriate
- Coordinate data collection and analysis related to protected groups
- Maintain records of equality impact assessments

3.5 All Staff

Every staff member has a duty to promote equality and foster a culture of respect and inclusion. All staff will:

- Be familiar with this policy and its expectations
- Take equality considerations into account in curriculum design, lesson planning, classroom management, and interaction with pupils, families and colleagues

- Identify and report concerns about discrimination, harassment or inequality
- Participate in relevant training as required

3.6 Pupils

Pupils are expected to uphold the values of respect, dignity and kindness. Through PSHE, collective worship, assemblies, and curriculum learning including Catholic Social Teaching, pupils will be supported to:

- Understand the importance of equality and inclusion
- Recognise unfair treatment and discrimination
- Promote positive relationships among diverse groups

4. Eliminating Discrimination

The Trust and its schools are committed to creating a safe, respectful, and inclusive environment for all members of each school community. We are proactive in eliminating discrimination by reviewing and updating all policies to ensure they align with the Equality Act. All staff and governors are provided with training on equality, diversity, and inclusion, which supports the creation of a culture where every individual is valued. These principles are embedded within our curriculum, our interactions, and our day-to-day decision-making.

To ensure a safe and inclusive environment, we have established clear procedures for reporting, recording, and responding to incidents of discriminatory behaviour. These incidents are dealt with promptly and sensitively, with appropriate follow-up to ensure lessons are learned and the school community feels confident and supported. We adopt a zero-tolerance approach to harassment, victimisation, and bullying that is related to any of the protected characteristics under the Equality Act.

5. Advancing Equality of Opportunity

We are committed to addressing inequality by actively removing barriers to access, participation, and achievement. This begins with the collection and analysis of data on pupil attainment, exclusions, attendance, behaviour, and participation in extracurricular activities, disaggregated by relevant protected characteristics. By examining this data, we identify disparities and gaps that may indicate underlying inequalities.

In response, schools implement evidence-informed interventions that support disadvantaged groups or individuals. For example, where a pupil with English as an Additional Language is not making expected progress, targeted language support is provided. Similarly, where a group of pupils is underrepresented in enrichment activities, staff actively encourage participation and remove any known barriers.

Staff and pupils with disabilities are supported through reasonable adjustments, ensuring they can fully access and participate in all aspects of school life. Additionally, our recruitment, induction, and professional development processes are monitored to ensure fairness, transparency, and opportunity for all staff, with attention paid to addressing any gaps such as underrepresentation in leadership roles.

6. Fostering Good Relations

To foster good relations between those who share protected characteristics and those who do not, the Trust and its schools embed inclusive values and respectful dialogue throughout school life. Our PSHE and RHSE curricula are designed to teach children about identity, fairness, mutual respect, and social responsibility. Through these lessons and wider curriculum experiences such as developing an understanding of Catholic Social Teaching principles, we challenge stereotypes, address misconceptions, and promote understanding.

Our schools celebrate diversity by recognising and embracing the cultural, religious, and linguistic backgrounds of all pupils and staff. We mark key religious and cultural festivals throughout the year, and welcome visitors and speakers from different communities and faith groups. Activities such as themed weeks, charity campaigns, school partnerships, and community projects provide further opportunities for pupils to develop empathy and build connections.

Pupil voice is also central to our approach. School councils, pupil leadership groups, and inclusion forums empower children to speak about what matters to them and contribute to shaping an inclusive school culture. These initiatives ensure that pupils from all backgrounds feel heard, represented, and able to make a difference.

7. Equality Considerations in Decision-Making

The trust ensures it has due regard to equality considerations whenever significant decisions are made.

In all of our schools, we will always consider the impact of significant decisions on particular groups. For example, when a 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 all pupils irrespective of their gender

The school keeps a record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity.

8. Equality Objectives Framework (2025–2029)

The Trust sets strategic equality objectives every four years. These objectives are shaped by analysis of trust-wide and school-level data and consultation with stakeholders. They provide a shared focus for improvement, accountability, and progress across all schools.

The Trust has identified three core equality objectives for the 2025–2029 cycle.

- 1) To narrow the gap between disadvantaged pupils and other pupils.
- 2) To increase the representation of staff from underrepresented backgrounds at all levels. This will involve reviewing recruitment materials, broadening advertising reach, and tracking recruitment and retention data by characteristic, role type, and pay band.
- 3) To ensure that all staff receive high-quality training on inclusive practice, unconscious bias, and the Equality Act 2010. This training will become part of induction.

In addition to trust-wide objectives, each school is required to set and publish at least one local equality objective tailored to its unique context. These school-level objectives will be approved by the Local Governing Committee and reviewed annually to ensure they remain relevant, with outcomes reported to the Trust Board.

School level objectives are:

- St Catharine's – We are committed to monitoring and analysing pupil achievement by race, gender, and disability to ensure equity and highlight and address any emerging discrepancies.
- St Peter's – To close the attainment and participation gap between disadvantaged pupils and their non-disadvantaged peers.
- St Gregory's – To promote cultural understanding and awareness, valuing and celebrating cultures, languages and religious beliefs amongst different ethnic groups within our school community and ensuring that all are empowered to 'Believe and Achieve'.

- The Rosary – To increase the participation of pupils from disadvantaged backgrounds and those with SEND in enrichment opportunities, leadership roles, and extracurricular activities.
- St Joseph’s – Broaden and improve resources to support diversity and inclusion of diversity within our curriculum.
- St Thomas More’s – To close the attainment and participation gap between disadvantaged pupils and their non-disadvantaged peers.

9. Monitoring and Review

Monitoring and evaluation of this policy and its implementation are essential to maintaining our commitment to equality. The Chief Executive Officer (CEO) will provide an annual Equality Report to the Board of Trustees, summarising trust-wide progress, identifying risks, and highlighting good practice.

At the local level, schools are expected to review their equality objectives at least annually through their Local Governing Committees. Evidence of progress, barriers to implementation, and future actions will be documented as part of regular reporting.

A full review of this policy and of the trust-wide equality objectives will be carried out at least every four years, or sooner in response to legislative or organisational changes. Equality Impact Assessments will also be reviewed periodically as part of internal audit processes and continuous improvement cycles.

10. Linked Policies

This policy should be read alongside the following documents, which support its aims and implementation:

- Accessibility Plans
- Admissions Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour and Anti-Bullying Policy
- Staff Code of Conduct