



Equality Statement and Objectives

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Equality Statement and Objectives

The dignity of the human person is central to the life and teaching of the Catholic Church and foundational to any policy against discrimination or marginalisation, or championing equality and including others.

Human dignity originates from God – every person has an inherent dignity because we are made in God's own image and likeness.

As Genesis 1: 27 states,

'So God created humanity in his own image, in the image of God he created them; male and female he created them.'

We affirm the transcendent dignity and worth of every human person, from conception to natural death, regardless of race, nationality or ethnic group, religious tradition, gender, socioeconomic class, immigration status, sexual orientation, or anything else.

We are committed to making sure that our school is a place where everyone is welcomed, where everyone is affirmed, where everyone is encouraged; where everyone is respected for the person God has created them to be and for the person God is calling them to become, free from discrimination with equal opportunities and equal treatment for all members of the school community. We foster mutual tolerance and positive attitudes to enable everyone to feel valued and ensure that no one is treated less favourably than any other person or victimised. We ensure that all discriminatory words, behaviour and images are treated as unacceptable.

We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same. We ensure that a diverse range of people are consulted and involved in our decisions, by hearing from them in our Equality, Diversity and Inclusion Working Group.

The General Equality Duty lists the following 3 aims:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

KCSP 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
- Making pupils aware of our behaviour and anti-bullying policies
- 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.

Trust Equality Objectives

As our Trust continues to grow and evolve, we recognise the importance of refining and expanding our objectives to ensure a truly inclusive, equitable, and high-achieving environment for all pupils, staff members and the wider Trust community. Guided by Catholic values, our renewed objectives, set out below, seek to deepen our commitment to inclusion, equity, and opportunity for all, ensuring that every pupil—especially those with SEND and from disadvantaged backgrounds— receives the best possible provision to thrive academically, socially, and spiritually.

- Continue to strengthen and develop our safe, inclusive, and trusting environment by fostering reinforcing a culture of openness, where all individuals feel empowered to report bullying and harassment (including sexual harassment) without fear, ensuring swift and effective resolution.
- Establish equitable leadership and staff development pathways across the Trust, ensuring diverse representation while actively reducing gender pay disparities through structured development, recruitment, and gender pay audits.
- To nurture spiritual development, pupil wellbeing, and cultural capital through an integrated approach to PSHE, RE, RSE, safety, and personal growth, ensuring enriching experiences both within and beyond the curriculum.
- Continue to ensure that Trust and school-based CPD provides equitable opportunities for all colleagues to engage with and apply research-based strategies, strengthening teaching quality and student outcomes
- Continue advancing a Trust-wide culture of excellence in inclusive practice, by strengthening collaboration among schools, enhancing the sharing of research-based strategies, and further improving high-quality provision for pupils with Special Educational Needs or Disabilities or those pupils with Additional Educational Needs (AEN). Building on established frameworks, the Trust will actively align with and respond to inclusion strands in the latest Ofsted framework to enhance support, accessibility, and educational outcomes.

In addition, we will:

- Track and analyse attainment differences between boys and girls at the end of KS2 and KS4 to identify gender-related barriers to achievement.
- Identify and analyse any different attendance patterns between boys and girls, ensuring targeted interventions to support all pupils equitably
- Maintain strong attainment and progress for pupils with Special Educational Needs or Disabilities (SEND) at KS2 and KS4, ensuring that SEN K and SEN EHCP pupils in KCSP schools achieve progress rates above the national average
- Narrow the gap between disadvantaged and non-disadvantaged pupils (DFE measure), and ensure that progress rates for Pupil Premium (PP) pupils in KCSP schools are above those of PP pupils nationally.

For an update on progress against Trust objectives, please visit the Trust website: www.kcsp.org.uk

School Equality Objectives 2026–27

Objectives for 2026-27	Why?	Planned Actions	Expected Impact	Key Performance Indicators (KPIs)
To promote equity of educational opportunity and close gaps in attainment, progress, attendance and engagement between groups of students, particularly those who are vulnerable, disadvantaged or at risk of underachievement.	We believe that educational excellence and equality are inseparable. Every child is created in the image and likeness of God and should have the opportunity to flourish academically, personally and spiritually. We are committed to identifying and removing barriers that limit achievement, participation or aspiration for any student group.	- Analyse attainment, progress, attendance, behaviour and participation data. Gather student voice from vulnerable groups. - Continue developing adaptive teaching and inclusive classroom practice. - Champion literacy, reading and oracy. - Ensure equitable access to enrichment and educational visits. - Promote excellent attendance and targeted interventions. - Raise aspirations through CEIAG and character education. - Deliver CPD on inclusion, disadvantage and SEND.	Gaps in attainment, progress, attendance and participation diminish over time. Vulnerable students achieve well, participate fully and report a strong sense of belonging and aspiration.	- Attainment and progress gaps between vulnerable groups and their peers reduce year-on-year. - Attendance and persistent absence gaps reduce year-on-year. - Proportion of vulnerable students achieving aspirational destinations increases. - Student voice indicates improved sense of belonging and support. - QA evidence demonstrates consistent implementation of adaptive teaching strategies.
To monitor, promote and increase the involvement of all students, especially vulnerable and underrepresented groups, in the wider life of the school, including extra-curricular activities, leadership opportunities, student voice and enrichment experiences.	Participation beyond the classroom develops confidence, cultural capital, leadership skills, belonging and aspiration. Every student should have equitable access to opportunities that enable them to flourish regardless of background, circumstance or need.	- Expand the extra-curricular offer. - Monitor participation by vulnerable groups. - Conduct regular student voice activities. - Introduce targeted encouragement and mentoring. - Review barriers including cost, transport and accessibility. - Promote leadership roles to all groups. - Develop the Pillar System as a participation tracker. - Celebrate engagement and achievement.	Participation rates become more representative of the student population and participation gaps reduce significantly. More students report feeling connected to school and having opportunities to contribute.	- Participation rates in clubs, trips and enrichment activities increase across all vulnerable groups. - Leadership positions reflect the diversity of the school community. - Student voice surveys indicate increased engagement and belonging. - Reduction in participation gaps between key student groups. - Increased percentage of students achieving Pillar milestones.

To reduce the incidence of homophobic, sexist, racist and all other forms of discriminatory language, behaviour and prejudice, whilst developing a culture in which every member of the school community feels respected, valued, safe and empowered to challenge discrimination.	Every individual is created in the image and likeness of God and deserves dignity and respect. Discrimination and prejudice have no place within our Catholic community. We are committed to educating our community, understanding lived experiences and proactively promoting equality, diversity, inclusion and mutual respect.	• Establish an Equality Champions student representative group. • Gather lived experiences and student feedback regularly. • Conduct annual equality and belonging surveys. • Strengthen PSHE, RSE and RE delivery around the Equality Act, protected characteristics and Fundamental British Values. • Deliver assemblies promoting equality and dignity. • Deliver annual staff CPD on equality and inclusion. • Improve reporting systems and confidence in reporting. • Monitor behaviour and bullying records closely. • Develop re-education and restorative programmes for discriminatory incidents. • Engage parents where appropriate.	Students report feeling safe, respected and included. Incidents of discrimination decrease and students demonstrate greater understanding of equality, diversity and respectful conduct.	• Reduction in recorded incidents involving discriminatory language and behaviour. • Student survey indicates increased awareness of how to report concerns. • Student survey indicates improved feelings of safety, inclusion and belonging. • 100% of staff complete annual equality and inclusion training. • Equality Champions meet at least termly and contribute directly to school improvement activity. • 100% of students involved in discriminatory incidents complete an appropriate re-education programme.
To promote students' personal development, cultural understanding and awareness of different beliefs, backgrounds, identities and perspectives, enabling them to become respectful, informed and active citizens.	Students need opportunities to understand and appreciate the richness and diversity of modern Britain and the global community. By developing cultural awareness, empathy and respect, students learn to value the dignity of all people and contribute positively to society.	• Review and strengthen PSHE provision. • Create opportunities for respectful discussion and debate. • Use assemblies and enrichment to broaden world views. • Celebrate diverse cultures, heritages and experiences. • Provide opportunities for students to showcase identity and culture. • Promote democracy, individual liberty, mutual respect, tolerance and the rule of law. • Utilise Equality Champions to help shape awareness campaigns and events.	Students develop greater understanding of different cultures, beliefs and perspectives and contribute positively to an inclusive school culture.	• Student voice demonstrates improved understanding of diversity, equality and protected characteristics. • Increased participation in cultural, awareness and community events. • PSHE and personal development evaluations demonstrate strong understanding of British Values and respectful relationships. • Students report confidence in engaging respectfully with different viewpoints. • External review, governor visits and stakeholder feedback recognise the strength of the school's inclusive culture.