



KET – Equality Statement

Policy Level	
Central Team / All Schools	
Other related policies and procedures:	<ul style="list-style-type: none"> British Values Statement Safeguarding Code of conduct School Policies – Equality Objectives Behaviour Policy Child Protection Policy Recruitment and Selection Policy SEND Policy RSE Policy
Committee responsible:	Trustee Board
Approved by:	Trustee Board
Date Approved:	September 2025
Date for Next Review:	September 2029

Kings Education Trust Equality Statement

This statement sets out our approach to equality across the Kings Education Trust. Each school has its own bespoke set of equality objectives that works for individual school contexts and for the community it serves which can be found on the individual school websites.

1. Aims

The Kings Education 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
- 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 This document is also based on:
- Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)
- Equality and Human Rights Commission guidance: [Technical guidance for schools](#)
- Government Equalities Office guidance: [Meeting the specific duties that support the public sector equality duty.](#)

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The board of trustees

The board of trustees will:

- Ensure that the equality information as set out in this statement is published and communicated throughout the trust, including to local governors, staff, pupils and parents
- 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 on a daily basis to the headteacher and local governing body of each school

3.2 The local academy committee (LAC)

The governor with oversight of equality and diversity will, for their school:

- Meet with the designated member of staff for equality at least annually, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document

- Attend appropriate equality and diversity training
- Report back to the full board of trustees regarding any issues

3.3 The headteacher

The headteacher will, for their school:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

3.4 The designated member of staff for equality

The designated member of staff for equality will, for their school:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the governor responsible for equality and diversity at least annually to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

3.5 All staff across the trust

All staff across the trust are expected to have regard to this document and to work to achieve the agreed equality objectives.

4. Eliminating discrimination

The trust is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

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

Trustees, local governors and all staff are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

Trust schools should nominate a designated senior member of staff for monitoring equality issues, and a local academy committee member for oversight of equality and diversity. They regularly liaise regarding any issues and make senior leaders and the trust board aware of these as appropriate.

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. children with disabilities, or children 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 children to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all children to be involved in the full range of school clubs)

5.1 Publishing information about pupils

In fulfilling this aspect of the duty, trust schools will:

- Analyse attainment data each academic year showing how pupils with different characteristics are performing and 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 own children

5.2 Publishing information about staff and governance professionals

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. 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 ensuring trust schools:

- Promote tolerance, friendship and understanding of a range of religions and cultures through different aspects of the curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, children will be introduced to literature from a range of cultures
- Hold assemblies dealing with relevant issues, encouraging children to take a lead in such assemblies and inviting external speakers to contribute
- Work with local communities. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encourage and implement initiatives to deal with tensions between different groups of children within the school. For example, junior leadership teams / school councils have representatives from different year groups and include children from a range of backgrounds. All children should be encouraged to participate in the school's activities, such as sports clubs. Schools also work with parents to promote knowledge and understanding of different cultures
- Eliminate and school procedures / routines which exacerbate division or stereotype, for example registering or lining up girls and boys separately
- Develop 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.

Trust schools always considers 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 children with disabilities
- Has equivalent facilities for boys and girls

The schools should keep a written record (known as an Equality Impact Assessment) to show it has actively considered its equality duties and asked itself 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 and is stored electronically with the completed risk assessment.

8. Equality objectives

Each KET school will formulate its own equality objectives and review them every four years. Progress against objectives should be published by schools annually.

9. Monitoring arrangements

This document will be reviewed by the Chief Executive Officer (CEO) at least every four years.

This document will be approved by the Board of Trustees.

School-specific equality objectives will be reviewed by headteachers and local academy committees a least every 4 years.

10. Links with other policies

This document links to the following trust and school policies:

- Behaviour Policy
- Child Protection Policy
- Recruitment and Selection Policy
- SEND Policy
- RSE Policy