



Equalities Objectives

April 2026 – April 2030

Aspiring to be our best with kindness, respect and faith.

“Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind and love your neighbour as yourself.” Luke 10:27



1) Our values and Good Samaritan commitment

As a Church of England school within KET, our work is rooted in the values of **kindness, respect and faith** and the Great Kingshill motto, “**Aspiring to be our best with kindness, respect and faith.**” We explicitly commit to being a “**Good Samaritan**” community—seeing the person first, stopping to help, and removing obstacles to participation:

- We **notice needs**, act with compassion, and **adapt provision** so everyone can flourish.
- We expect every adult and pupil to “**walk across the road**” for others—offering practical help, advocacy and allyship.
- We **celebrate difference** as a strength and promote dignity, welcome and belonging in all interactions.

This ethos shapes how we plan, teach, recruit, design spaces, and communicate—so that inclusion is lived as well as written.

2) Purpose and legal framework

This policy explains how KET meets its duties under the Equality Act 2010, including the Public Sector Equality Duty (PSED) to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations, and the Specific Duties Regulations 2011 to publish equality information annually and publish measurable equality objectives at least every four years.

We use the DfE guidance for schools and EHRC technical guidance to ensure decisions and actions are proportionate, evidence-led and recorded.

3) Scope and roles

- **Trust Board / LAC:** approve this policy and objectives; ensure publication; monitor progress and resourcing.
- **Headteachers / SLT:** implement and evidence due regard in decisions (using proportionate equality impact assessments); report annually.
- **Equality / Inclusion Leads & SENCOs:** coordinate training, data reviews, adjustments and stakeholder engagement; track impact.
- **All staff:** uphold the policy in daily practice and contribute to achieving the objectives.

4) Publishing our equality information

Each school and the Trust will publish equality information each year (e.g., pupil outcomes, participation, attendance/behaviour patterns, and—where appropriate—workforce data and narrative) and review progress against the objectives below, updating actions accordingly.

5) Equality Objectives (2026–2030)

Alignment with our ethos: Every objective operationalises our Good Samaritan commitment—seeing the person first, stopping to help through timely adjustments, and removing obstacles to participation.

Objective 1 — Narrow key attainment gaps for pupils with protected characteristics

Target: Reduce the widest Key Stage attainment gap between any pupil group sharing a protected characteristic (e.g., disability/SEND, sex, race/ethnicity) and the Trust average by at least one-third from the 2025/26 baseline by July 2030 (with year-on-year progress shown from 2026/27).

Why we chose this: Advancing equality of opportunity requires minimising academic disadvantage linked to protected characteristics.

How we'll achieve it: Termly progress meetings; targeted evidence-based interventions; **reasonable adjustments;** alignment with Pupil Premium/SEND plans; publish annual group analyses and actions.

Progress to date: *(completed annually in the Trust's equality information statement).*

Objective 2 — Reduce prejudice-related incidents and improve belonging

Target: By July 2030, reduce the rate of recorded prejudice-related incidents (racist, homophobic, biphobic, transphobic, disability-related, religion/belief) by 50% per 100 pupils from the 2026/27 baseline, and increase "sense of belonging" survey scores by +10 percentage points for the least-positive group.

Why we chose this: Eliminating discrimination and fostering good relations are core PSED aims; robust recording, response and education are required.

How we'll achieve it: Standardised logging; restorative responses; curriculum/assembly map on respect & inclusion; pupil/parent voice cycles; publish incident/belonging metrics annually.

Progress to date: *(completed annually).*

Objective 3 — Close attendance and exclusion gaps for pupils with SEND and FSM

Target: By July 2030, reduce persistent absence for pupils with SEND and pupils eligible for FSM to within 2 percentage points of the Trust average, and reduce suspension/exclusion disproportionality for any protected group to $\leq 1.25\times$ the Trust average.

Why we chose this: Equality of opportunity includes participation and access; disproportionality indicates barriers.

How we'll achieve it: Early help; reasonable adjustments; behaviour curriculum with

needs-based support; data reviews; governor challenge.

Progress to date: *(completed annually).*

Objective 4 — Guarantee timely reasonable adjustments for disabled pupils and staff

Target: Implement a personal 'Adjustment Passport' for all disabled staff and for pupils with long-term conditions; achieve 90% of agreed adjustments in place within 20 working days of need being identified by July 2028, and maintain thereafter.

Why we chose this: Reasonable adjustments are central to disability equality; timely delivery removes barriers.

How we'll achieve it: Passport template; streamlined approval; estates audit (physical & sensory); termly compliance checks reported to LAC/Trust Board.

Progress to date: *(completed annually).*

Objective 5 — Strengthen workforce diversity and fair recruitment

Target (representation): By July 2030, increase the proportion of teachers and leaders from under-represented ethnic groups so that Trust-wide representation is within 5 percentage points of the pupil population (or improves by $\geq 50\%$ from baseline, whichever is greater).

Target (recruitment quality): From September 2026, ensure 100% of recruiting panel members complete equality & bias-aware recruitment training; anonymised shortlisting used for all posts.

Why we chose this: Workforce diversity supports inclusive culture and pupil aspiration; fair processes reduce indirect discrimination risk.

How we'll achieve it: Annual workforce audit; inclusive adverts; diverse panels; outreach routes; track shortlist→appointment by characteristic and publish narrative annually.

Progress to date: *(completed annually).*

Objective 6 — Inclusive governance and decision-making

Target: By July 2029, ensure 100% of trustees and local governors complete equality, SEND and anti-discrimination training; increase board diversity so at least two under-represented groups are newly represented across Trust boards/local committees, with annual public reporting.

Why we chose this: Due regard must be demonstrated in decision-making; diverse boards strengthen scrutiny and PSED compliance.

How we'll achieve it: Governor recruitment plan; targeted outreach; annual PSED briefing and Equality Impact Assessment (EIA) toolkit embedded in all significant decisions.

Progress to date: *(completed annually).*

Objective 7 — Gender pay transparency and action (Trust-level)

KET has <250 employees:

Target: Voluntarily publish an annual pay equality summary (e.g., mean/median pay data by sex and quartiles where statistically safe) with actions to monitor and address any emerging gaps.

Why we chose this: Transparency drives improvement and meets (or exceeds) statutory expectations for in-scope public bodies.

How we'll achieve it: Annual snapshot and calculations; website publication; Trust-wide action plan (career pathways, flexible working, progression).

Progress to date: *(completed annually).*

Objective 8 — Inclusive curriculum and community engagement

Target: By **July 2028**, every school will complete an inclusive curriculum audit and implement a **3-year plan** so that pupils encounter diverse authors, histories, scientists and role models across the curriculum; increase participation from under-represented families in consultations/events by +30% from the 2026/27 baseline by July 2030.

Why we chose this: Fostering good relations is strengthened through inclusive curriculum and authentic community voice.

How we'll achieve it: Annual audit tool; staff CPD; co-design with pupils/parents; publish case studies and participation metrics in the annual equality information update.

Progress to date: *(completed annually).*

6) Equality considerations in decision-making

Leaders will evidence **due regard** for equality at the point of decision (policy, curriculum change, staffing structures, estates planning), using proportionate **Equality Impact Assessments (EIAs)** and recording mitigation/adjustments.

7) Monitoring, training and review

- **Annual reporting:** publish equality information and progress against all objectives; refresh actions if impact is insufficient.
- **Training:** annual programme for staff/governors covering Equality Act duties, **reasonable adjustments**, inclusive recruitment and bias.
- **Review:** objectives will be reviewed each year and **refreshed by 31 August 2030** at the latest.

8) Complaints and feedback

Concerns about equality or implementation of this policy should be raised through the **school/Trust complaints procedure**. We also welcome informal feedback to improve access and inclusion (contact: school office/SENCO).

9) Linked documents

- **Accessibility Policy & Plan 2026–2030** (curriculum, physical environment, information)
- **SEND Policy** and **SEND Information Report** (graduated approach; reasonable adjustments) [\[legislation.gov.uk\]](https://legislation.gov.uk)
- **Recruitment & Selection Policy** (bias-aware processes) and **Gender Pay Gap** statement where applicable
- Behaviour/Anti-Bullying; Safeguarding; Curriculum & Assessment; Trips & Visits

10) Appendices

- KS1 Belong Survey [Belonging_Survey_KS1](#)
- KS2 Belong Survey [Belonging_Survey_KS2](#)
- Belonging Survey Scoring Sheet [Belonging_Survey_Scoring_Template](#)
- Inclusive Curriculum [Inclusive Curriculum Audit Objective 8](#)
- Adjustments Passports [Adjustments Passport Objective 4](#)

Version Control Template	
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