

Statement on Equality Information and Objectives



ST CLARE

Catholic Multi Academy Trust

Adopted by St Clare Trust Board; Sep 2022

Last Reviewed by St Clare Trust Board; Oct 2024

Next review by St Clare Trust Board; Oct 2025

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[The Equality Act 2010](#) requires us to have due regard for the need to:

- Eliminate unlawful discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not (the protected characteristics are age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation).
- Foster good relations between people who share a protected characteristic and people who do not share it.

Our directors understand the particular duties set out in [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

What does this mean for St Clare?

As a Catholic Multi Academy Trust, our work is informed by Catholic Social Teaching which promotes the values of subsidiarity, solidarity and the common good.

Commitment to the common good, with a preferential option for those in greatest need chimes with the duties set out within the Equality Act.

The value of subsidiarity requires that we ensure that decisions are made as close as possible to the people they affect. As a consequence, each of our schools have their own bespoke set of equality objectives that work for the school and the community it serves. Each school also sets out the information they publish to monitor progress against these objectives and to demonstrate how they are complying with the Equality Act.

Equality objectives for trust development

As we continue to develop and refine Trust systems and ways of working, we work to ensure that equality is 'built into' our way of working:

- In establishing collaborative school improvement priorities, we will have particular regard to removing or minimising disadvantage, understanding and meeting the specific needs of pupils. This is most evident in our work on the SEND and Inclusion Theory of change which is underpinning all areas of collaborative school improvement work.
- As we consolidate workforce data and staff voice we will have particular regard to identifying strengths in promoting equality and areas of need, in order to inform future trust wide and local objectives.
- We commit to identifying great practice in promoting equality amongst pupils, staff and in the curriculum in order to share this across the trust so that all benefit from the best of what happens in our schools.

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Publishing Information

As noted above, each of our schools will set out the information they publish to monitor and demonstrate compliance with the Equality Act. As a trust we commit to supporting schools to ensure that all:

- Publish attainment data for each school 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 and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

We will also consider how our activities as an employer affect staff with protected characteristics. As a trust, we will develop systems to consolidate and publish information to show:

- The make-up of our workforce, with breakdowns of staff with different protected characteristics
- Gender pay-gap reporting and other pay equality issues
- Recruitment and retention rates for staff with different protected characteristics
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues for staff with different protected characteristics
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys

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.