



Equality Objectives

May 2026

Approved by	Date	Review Schedule	Date of next review
Trust Board	May 2026	Every 4 years	May 2030

Saint Paul teaches, 'the body is not made up of one part but of many.'

Chester Diocesan Learning Trust recognises and nurtures the unique gifts, skills and talents within our whole community.

We will empower adults and children to grow in character and mind, shaping a better future.

Shaping better futures; one body, many parts.

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1. Aims

Chester Diocesan Learning Trust (CDLT) aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment and victimisation and any 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 between people who share a protected characteristic and those who do not

The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

In line with the Trust's vision and values, we are committed to ensuring that all pupils in our schools:

- Access a broad, ambitious and inclusive curriculum
- Achieve well and are prepared for the next stage of their education
- Develop respect, tolerance and understanding of difference as part of their personal development

2. Legislation and Guidance

This policy meets the requirements under:

- The Equality Act 2010
- The Equality Act 2010 (Specific Duties) Regulations 2011
- DfE guidance: *The Equality Act 2010 and schools*

This policy also reflects the Trust's funding agreement and articles of association.

3. Roles and Responsibilities

Board of Trustees

The Board will:

- Ensure compliance with equality legislation and the PSED
- Ensure equality information and objectives are published and updated (annually for information; at least every 4 years for objectives)
- Monitor Trust-wide equality data and impact

CEO and Executive Leaders

- Provide strategic leadership on equality, diversity and inclusion (EDI)
- Ensure consistency of approach across schools
- Report regularly to Trustees on progress

Local Governance Committees

- Support implementation at school level
- Monitor school-specific equality objectives

- Ensure alignment with Trust priorities

Headteachers

- Promote understanding of equality objectives among staff and pupils
- Ensure inclusive practice and high expectations for all pupils
- Monitor progress and report to governors and the Trust

All Staff

- Have regard to this policy
- Deliver inclusive teaching and uphold high expectations
- Promote positive behaviour, respect and equality

4. Eliminating Discrimination

The Trust and its schools are aware of their obligations under the Equality Act 2010 and comply with non-discrimination provisions.

To support this:

- Equality is embedded within Trust policies and procedures
- Staff receive training on equality as part of induction and ongoing CPD
- Leaders ensure discriminatory behaviour is challenged and addressed
- Safeguarding systems are inclusive and responsive to all pupils

5. Advancing Equality of Opportunity

In line with DfE guidance, the Trust aims to:

- Remove or minimise disadvantages linked to protected characteristics
- Meet the specific needs of individuals and groups
- Encourage full participation in school life

To achieve this, the Trust will:

- Analyse attainment, attendance, behaviour and exclusion data across schools
- Identify gaps and direct school improvement support accordingly
- Ensure disadvantaged pupils and pupils with SEND access the full curriculum
- Promote adaptive teaching and high expectations (aligned with EIF “quality of education”)

6. Fostering Good Relations

The Trust will support schools to foster good relations by:

- Promoting respect, tolerance and understanding through the curriculum (including RE, PSHE and wider curriculum opportunities)
- Supporting assemblies and activities that celebrate diversity
- Encouraging pupil voice and inclusive participation
- Engaging with local communities and stakeholders

This contributes to pupils’ personal development and preparation for life in modern Britain.

7. Equality Considerations in Decision-Making

The Trust ensures that equality considerations are embedded in decision-making.

Schools are expected to:

- Consider equality impacts when planning activities, policies and curriculum
- Ensure accessibility for all pupils (including those with disabilities)
- Take account of religious, cultural and social factors

Where appropriate, schools will complete Equality Impact Assessments (EqIAs) to demonstrate compliance.

8. Trust Equality Objectives (Strategic)

The Trust will publish and review objectives at least every four years. Current priorities include:

Objective 1: Closing attainment gaps

Reduce differences in outcomes for disadvantaged pupils, pupils with SEND, and those with protected characteristics.

Objective 2: Inclusive curriculum

Ensure all schools deliver a curriculum that reflects diversity and promotes equality, aligned with EIF expectations.

Objective 3: Behaviour and attitudes

Ensure all pupils experience a safe, respectful environment, with reductions in prejudice-related incidents.

Objective 4: Workforce equality

Promote fair recruitment, retention and progression, including training in equality and non-discrimination.

Objective 5: Accessibility and inclusion

Improve access to education, facilities and support for pupils and staff with disabilities. Schools will set local objectives aligned with these priorities.

9. Monitoring Arrangements

The Trust will:

- Publish equality information annually (e.g. attainment, attendance, behaviour data)
- Monitor progress through Trust quality assurance and governance processes
- Review this policy at least every 4 years

Schools will contribute data and report on local objectives.

10. Links with Other Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND Policy
- Accessibility Plan
- Staff Code of Conduct
- Complaints Policy