



**Trinity CE  
Primary School**  
*Who is my neighbour?*

## Equality Policy

We aspire to encourage diversity and a love of learning that nurture well-rounded individuals, with curious minds, who shine in service to our community and are inspired to flourish

Signed	Date	Review Date
<b>D.Carter</b>	March 2022	March 2024
<b>B.Melero</b>	March 2022	March 2024

## TRINITY CHURCH OF ENGLAND PRIMARY SCHOOL

### EQUALITY POLICY

---

**Article 2: The United Nations Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what family they come from.**

**Article 14: Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children guidance about this right.**

**Article 23: A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disability.**

#### Trinity C of E Primary School Single Equality Plan

**The Equality Act 2010's Public Sector Equality Duty came into force in April 2011 and has three aims under the general duty for Schools. To have due regard of the need to:**

- 1. Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act:** by removing or minimising disadvantages suffered by people due to their protected characteristics. Schools must demonstrate an awareness of the requirements of the Act and show evidence of this through the review and update of relevant policies (e.g. behaviour policy, anti-bullying policy, racial equality policy) expressly noting the importance of avoiding discrimination and other prohibited conduct.
- 2. Advance equality of opportunity between persons who share a relevant protected characteristic and those who do not:** by removing or minimising disadvantages suffered by people due to their protected characteristics; taking steps to meet the particular needs of people who have a particular characteristic; and encouraging people who have a particular characteristic to participate fully in any activities.
- 3. Foster good relations between those with a relevant protected characteristic and those who do not.** Ensure that the curriculum, school ethos and extra-curricular opportunities promote tolerance and friendship and an understanding of a range of religions or cultures.

The specific duties that are required to demonstrate compliance with the equality duties are:

- **To publish information to demonstrate how we are complying with the Public Sector Equality Duty, and**
- **Prepare and publish equality objectives.**

Our school has considered how well we currently achieve these aims with regard to the protected equality groups.

In compiling this equality information leaders have:

- Reviewed the schools equality data, policies and practice and identified gaps
- Examined how our school engages with the protected groups, identifying where practice could be improved

The outcomes are published within our Single Equality Plan. The Plan has been agreed by our Governing Body. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a four year cycle.

## Appendix 1: Trinity C of E Primary School Single Equality Plan

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Increased awareness of equality duties and responsibilities for staff.	Headteacher and Equality Governor.	Immediately after Equality Plan is agreed by governing body.	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays Parents are aware of the Equality Plan.
All	Monitoring and analysis of pupil achievement by race, gender and SEN/disability.	Achievement data analysed by race, gender and disability.	Headteacher, SENDCO and Equality Governor.	Annually in Sept.	Analysis of teacher assessments/annual data demonstrates the gap is narrowing for identified groups.
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil awareness of diversity in school, the wider community and world–monitor through PSHE.	Headteacher	Ongoing	More diversity reflected in school displays across all year groups.
All	Ensure the school library and Reading Spine include books reflecting a wide and diverse range of cultures, ethnic backgrounds and traditions, alongside books that challenge barriers to equality such as prejudice and stereotypes.	Staff encouraged to look for and read a wide range of texts, sharing good examples that can be purchased for the school. English subject leader to review reading spine.	English subject leader All teachers	Ongoing	Increase in available books from range of cultures and reflecting diverse nature of the UK's population.
Race and Disability	Ensure newly arrived pupils and disabled/SEN children are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in all aspects of school life.	By discussion with teachers.	Class teachers	Ongoing	Newly arrived BME, EAL and disabled/SEN children actively discussing diversity and other children

	Experience in school has shown that children with disabilities who are comfortable and confident discussing their disability, and who wish to, should have the opportunity to talk to their peers and teachers to help those people understand how their disability affects them.				recognising and respecting cultural, racial, linguistic, disabilities and other differences.
<b>Disability</b>	Ask OT and professionals from OCC Team to review the site and give advice regarding access and movement of children around the school.  Plan in place for adjustments to site and resources in place where needed.	Plan in place for adjustments to site and resources in place where needed.	Head, SENCO, SBM	Annually	Children with physical needs fully included and integrated into all aspects of school life.
<b>Attendance</b>	Monitor the attendance of all significant groups – at least half termly (SEND, Disability, Gender, Ethnicity). Identify any barriers and put actions in place.	Report to Governors	Attendance Officer & Head	Half Termly	No child classed as 'Persistent Absentee'. At least 95%.
<b>Religion and Belief</b>	Increase the number of educational visits to different places of worship or visits from followers of other faiths to school to enable pupils to experience and understand other religions.	By reviewing educational visits and pupil understanding of other religions and belief systems in RE & PSHE	RE coordinator/PS HCE Leader and class teachers	Annually in September	Increase in the number of educational visits linked to RE to various places of worship (Or virtual tours)
<b>Religion and Belief</b>	Ensure the school's curriculum offer is diverse and accurately represents Britain's' diverse past and the society we live in today	Subject leader monitoring and reports	Subject Leaders	July 2021	Curriculum audit completed and staff confident that curriculum does not reflect any unconscious bias or discrimination
<b>All</b>	Ensure that children eligible for free school meals and the pupil premium benefit from the additional funding relating to their status.	By tracking the spending of the pupil premium  See Pupil Premium	SBM and Headteacher	Annually in July	Ensuring that children eligible for the pupil premium are benefitting from the funding in terms of academic

	Review the PP Strategy annually to ensure it identifies the needs of our pupils and has clear actions with SMART targets.	Strategy on Website.	PP Governor		progress, access to the curriculum, extra-curricular activities and educational visits.
<b>Financial Vulnerability</b>	Monitor all attendance at least half termly. Report on attendance of FSM and Ever 6 pupils to identify patterns of attendance and impact on achievement	Attendance officer to report to HT  HT report to Governors	HT Attendance officer	Half Termly	Attendance and achievement of pupils identified as poor attenders improves.

## **Appendix A**

### **Roles and Responsibilities**

#### **Governors:**

A named governor will take the lead; the governors as a whole are responsible for:

- Making sure the school complies with the relevant equality legislation
- Monitoring progress towards the equality objectives and reporting annually.
- Monitoring provision for and progress of pupils eligible for the PPG and those with SEND.

#### **The Headteacher will:**

- Implement the school's stated equality objectives
- Ensure the equality objectives and access plans are written, and that they are readily available to governors, staff, pupils and parents
- Ensure all staff know their responsibilities and receive training and support in carrying these out
- Take appropriate action in cases of harassment and discrimination, including prejudice-related incidents
- Enable reasonable adjustments to be made in relation to disability in regard to students, staff, parents/carers and visitors to the school.

#### **All staff within the school will:**

- Advance equality in their work
- Foster good relations between groups and deal with prejudice-related incidents
- Be able to recognise and tackle bias and stereotyping
- Take up training and learning opportunities.

(Visitors and contractors are also responsible for following relevant school policies)

## Appendix B

### Protected characteristics: definitions

#### Age

A person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 – 30 year olds)

#### Disability

A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

#### Gender reassignment

The process of transitioning from one gender to another.

*Further guidance [www.gires.org.uk/mglossary.php](http://www.gires.org.uk/mglossary.php)*

#### Marriage and civil partnership

Marriage is defined as a union between a man and a woman or between same-sex couples.

Same sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act)

#### Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth and this includes treating a woman unfavourably because she is breastfeeding.

#### Race

Refers to the protected characteristics of Race. It refers to a group of people defined by their race, colour and nationality (including citizenship), ethnic or national origins.

#### Religion and belief

Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical beliefs and includes a lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live it to be included in the definition.

#### Sex:

A man or a woman.

**Sexual orientation** whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.