



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

**EQUALITY INFORMATION  
& OBJECTIVES POLICY**

Signed	Date	Review Date
Charlotte Whittle, Headteacher	March 2025	March 2027
Duncan Carter, Chair of Governors	March 2025	March 2027

## 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

Our school aims to promote respect for difference and diversity in accordance with our values of care, courage and respect and in line with our school vision:

*We aspire to encourage diversity and a love of learning that nurtures well-rounded individuals, with curious minds, who shine in service to our community and are inspired to flourish. We do this by always asking ourselves 'Who is my neighbour?'*

## 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 and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

## 3. Roles and responsibilities

### **The governing board will:**

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to 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 senior leadership team
- Ensure they're familiar with all relevant legislation and the contents of this document and attend appropriate equality and diversity training

### **The headteacher will:**

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Identify any staff training needs, and deliver training as necessary

### **Staff will:**

- Support the headteacher in promoting knowledge and understanding of the equality objectives among pupils and the school community

This policy applies to all members of our school community and we encourage parents and carers to help us in implementing it by adhering to its principles, both in their engagement with the school and when discussing issues relating to this policy with their children. Any breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

#### 4. Guiding principles

At Trinity, our school motto, 'Who is my neighbour?' permeates every area of our school life and looking after those around us is central to the everyday life of the school. This question encourages our pupils to think deeply about one another, and reflect on their relationships both in school and the wider community. It also reinforces the message that we are all each other's neighbours and are therefore valued, as well as respected, by all.

Our strong Christian vision guides us to deliver the very best education for our children by providing them with challenging and rich learning experiences that enable them to flourish. We encourage our children to become courageous, confident, well-rounded individuals and adopt our school Christian values that they will carry with them throughout life.

As a school we are constantly seeking ways to improve and grow. Equality at Trinity is about providing equality and excellence for all to secure the highest possible standards of attainment. Equality applies to all members of the school community: pupils, parents, community, staff and governors.

#### 5. Development of the policy

The school recognises that it has to make special efforts to ensure that all groups prosper, including:

- Boys and girls, men and women, and non-binary children and adults
- All minority ethnic groups including travellers, refugees and asylum-seekers
- Pupils or families with different religions or beliefs
- Pupils and others with special educational needs and disabilities (see also the Accessibility Plan)
- Disadvantaged and vulnerable pupils, including but not limited to those eligible for Pupil Premium
- Looked-after children ('children we care for') and their carers
- LGBT+ children or staff
- Pupils or staff who are pregnant or have just given birth
- Pupils or staff undergoing gender reassignment

Through our careful monitoring and tracking system, all groups of pupils' achievements are analysed. Where a specific group of children appears to be underperforming then appropriate action will be taken. We have identified the following issues that may be barriers to effective learning and successful working at the school:

- Low self-esteem, low expectations and peer group pressure
- Experience of bullying, harassment or social exclusion
- Low income leading to difficulty in participating in some aspects of school life and no adequate home learning space
- Low parental support or different parental expectations

- Special educational needs including communication difficulties
- Lack of physical access to school facilities or services.

## 6. Our Actions

The table below sets out how we aim to:

- Eliminate Discrimination
- Advance Equality of Opportunity
- Foster Good Relations

1.	<p><b>Establishing, maintaining and developing the school's culture and vision</b></p> <p>The school:</p> <ul style="list-style-type: none"> <li>• celebrates diversity and equality through its teaching in RE, PSHE and collective worship;</li> <li>• celebrates achievement and positive behaviour through rewards in school such as assemblies, newsletters, the school website and the local press;</li> <li>• aims to promote positive attitudes towards disabled people and people of different ethnic groups/religions through PSHE and RE and reading materials throughout the school;</li> <li>• regularly promotes high expectations around attitudes towards learning and behaviour towards others. These are communicated regularly through assemblies, our curriculum and on the website.</li> </ul> <p>The school opposes all forms of harassment, prejudice-related incidents and discrimination and publicly celebrates diversity. The school actively promotes good personal and community relations. Advancing diversity is integral to us in our drive to raise standards for all. Staff foster a positive atmosphere of mutual respect and trust among pupils, parents and visitors from all ethnic groups. The school enables pupils and staff to celebrate festivals and other events relevant to different faiths and actively encourages all pupils to understand these.</p>
2.	<p><b>Preventing and dealing effectively with bullying and harassment</b></p> <p>The school recognises that the groups covered in this policy are more vulnerable to bullying and harassment. Clear procedures are in place to ensure that staff are able to confidently deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant LA policy and guidance such as those for anti-bullying and dealing with prejudice-related incidents.</p> <p>All forms of harassment are recorded, monitored and dealt with in line with the school policies. Pupils, staff and parents are aware of the procedures for dealing with these and confident in their knowledge that such behaviour is always unacceptable. Members of staff are trained to deal effectively with prejudice-related incidents. The school publishes the appropriate policies on its website and communicates with pupils and parents when issues of this nature arise, and there are codes of conduct for both staff and parents. All incidents that are reported are dealt with swiftly and effectively. Behaviour incidents are recorded on CPOMS and serious forms of bullying are reported to the Governing Body.</p>
3.	<p><b>Listening to pupils, staff, parents and others</b></p> <p>The school has several forums to hear the student voice on a variety of issues, such as the School Council, Head Students, Prefects, Play Leaders, worship team and regular monitoring of pupil voice on various issues from senior leaders and governors. Each academic year in the summer term, there</p>

	<p>is a pupil survey which records the views of pupils on a range of school issues. There are also informal mechanisms for pupils to talk about areas of concern both within the school day and privately and confidentially (eg, worry box).</p> <p>There is an annual staff survey and structured performance-management system in place for all staff members. This allows staff to raise any issues in relation to their work. The school seeks the views of parents formally through an annual survey as well as specific requests for information. Parents were involved in setting the vision and development plan for the school. There are also regular opportunities for parents to come into school and two parents' evenings per year, in addition to the end-of-year progress report. Parents are able to talk to individual teachers and/or the Headteacher at any time about any aspect of a pupil's progress and care. The Parents Association - Friends of Trinity School regularly recruits members from across the local community to be involved in school fundraising events. Parents and members of the community can also volunteer to help at the school through the volunteer policy.</p>
4.	<p><b>Equal opportunities</b></p> <p>Some of the groups covered in this policy are likely to be economically disadvantaged, and there are a number of strategies for ensuring access for all.</p> <p>These are:</p> <ul style="list-style-type: none"> <li>• ensuring that the school uniform is affordable by having a regular second-hand sale and stocking low-price items of uniform;</li> <li>• when asking for extra funding for trips the school always requests voluntary contributions to avoid putting parents under unnecessary financial pressure;</li> <li>• FOTS often funds extracurricular activities which are offered to all pupils;</li> <li>• the charging policy is annually reviewed by the Governing Body to ensure that it remains appropriate;</li> <li>• registers are kept of the take-up of extracurricular activities to monitor fairness of opportunity;</li> <li>• Pupil Premium funding is carefully targeted to maximise outcomes for disadvantaged children.</li> </ul>
5.	<p><b>Welcoming new pupils and helping them to settle in effectively</b></p> <p>The school aims to:</p> <ul style="list-style-type: none"> <li>• ensure a happy start to school life through organising a transition period from Early Years settings, new parent meetings and visits to nursery and pre-school settings so we know the children well before they arrive</li> <li>• ensure an effective school transfer through tailored visits and tours for parents and individual children led by pupils with an opportunity to meet the Headteacher;</li> <li>• ensure that extra help is given to pupils who find change of school challenging;</li> <li>• ensure a buddy is set up to look after new pupils coming into a class and there are year 6 buddies for all of our reception pupils</li> </ul>
6.	<p><b>Addressing the full range of learning needs</b></p> <p>The school recognises that some of the groups covered in this policy are more likely to underachieve. We aim to:</p> <ul style="list-style-type: none"> <li>• ensure the curriculum is relevant through continuous review and cohort adaptation;</li> <li>• ensure appropriate teaching styles and classroom organisation;</li> <li>• plan based on previous learning and communication between staff being key in ensuring a good handover between academic years;</li> </ul>

	<ul style="list-style-type: none"> <li>• apply a marking and assessment policy that promotes learning for all and is regularly reviewed to ensure consistency and fairness;</li> <li>• track pupil progress regularly by the teacher and Headteacher to ensure that all pupils are being monitored and supported to reach their potential;</li> <li>• expect high attendance. Unexplained absence is followed up by the Headteacher and the holiday policy is clear and understood in line with the guidance in ‘Working Together to Improve School Attendance’</li> </ul>
7.	<p><b>Supporting learners with particular needs</b></p> <p>Recognising that some of the groups covered in this policy are more likely to have particular needs, the school will invite parents to meet with the teacher and other relevant professionals as required and prepare Individual Education Plans as appropriate. These will be shared with the parent at parent consultation evenings.</p> <p>The school provides appropriate training to enable staff to meet particular learning needs from a wide variety of professionals. The school has good links with local nursery and pre-school settings which helps with passing on relevant information and transition.</p>
8.	<p><b>Ensuring fair and equal treatment for pupils</b></p> <p>The school recognises its need to ensure that its policies and practices do not discriminate, directly or indirectly, against pupils through:</p> <ul style="list-style-type: none"> <li>• a regular accessibility audit by staff and governors to ensure that children with special educational needs and disabilities are able to access the curriculum and all aspects of school life on the same basis as their non-SEND peers (see the Accessibility Plan);</li> <li>• ensuring a fair admissions procedure through our Admissions Policy</li> <li>• ensuring that the Uniform Policy is adhered to at all times;</li> <li>• ensuring that the implementation of uniform and other policies is sufficiently flexible to accommodate the needs of pupils from vulnerable groups;</li> <li>• ensuring where relevant that teaching or the expression of religious belief about same-sex relationships are conveyed responsibly and sensitively</li> </ul>
9.	<p><b>Ensuring fair and equal treatment for staff and others</b></p> <p>Recognising that the school needs to ensure that its policies and practices do not discriminate, directly or indirectly, against adults as well as pupils in the school and that positive role models and a wider perspective will strengthen the school, it has policies to:</p> <ul style="list-style-type: none"> <li>• ensure non-discriminatory recruitment and employment practices;</li> <li>• promote dignity at work;</li> <li>• encourage the development of all staff.</li> </ul>

## 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made; all decisions made in our school are done so with regard to our school vision.

The school 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 pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves 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 2024-2028

### Objective 1

**To ensure all children feel safe in school at all times and staff feel confident with how to deal with incidents of inappropriate behaviour or bullying**

Why we have chosen this objective: due to feedback from surveys around staff confidence and consistency when dealing with a range of behaviours

### Objective 2

**Ensure that our curriculum reflects the school vision and focuses on celebrating diversity and difference**

Why we have chosen this objective: our new curriculum is still currently being embedded and regularly reviewed and we want to ensure our vision is lived out through its delivery

### Objective 3

**Ensure that all children from disadvantaged backgrounds, those who are in receipt of pupil premium, and those who are not have access to the same learning opportunities as their peers**

Why we have chosen this objective: we have a small percentage of pupil premium children as a school and we wanted to also focus on those children who are close to the threshold for this additional support. We want to improve our academic outcomes and wider school offer for these pupils.

For further details on how we intend to achieve these objectives and the progress made towards them, please refer to our most recent school development plan.

## 9. Monitoring and Evaluation

Schools are required under the public sector Equality Duty (PSED) to draw up and publish equality objectives every four years and annually publish information demonstrating how they are meeting the aims of the PSED. This policy will be regularly monitored and reviewed to ensure that it does not disadvantage



particular sections of the community and the effectiveness of the policy will also be evaluated every four years led by the member of staff responsible for equalities. We will review the equalities objectives in July 2028. The Governing Body will report annually on progress made to achieve equalities objectives.

#### 10. Disseminating the policy

We ensure that this policy is know to all staff, governors, parents and carers and, as appropriate, to all pupils. This policy is available on the school website.