



Trinity St Mary's Church of England Primary School
Equality Policy and Action Plan
Summer Term 2021
"Many Hearts Make A School"

It is our vision to follow in the footsteps of Jesus: dreaming big; working hard; not giving up; never stopping learning and being kind.

We achieve this through our associated Christian Values of: love, honesty, forgiveness, dedication and sharing.

Our vision, Christian values and school motto enable every person in our family to thrive. We are a warm, welcoming school where everyone matters. Our school community shows kindness and caring towards each other and our local and global communities. We dream for all of our children to grow up to be happy, kind-hearted, caring, responsible and successful members of God's creation.

1. Aims

Our school aims to meet its obligations under the public sector equality duty 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

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 body 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

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

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. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training as and when appropriate.

The headteacher is responsible for monitoring equality issues. They regularly liaise with senior leaders regarding any issues and make staff and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or pupils who are subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data 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)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures or through 'Philosophy 4 Children'
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

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

8. Equality Objectives

At Trinity St Mary's C of E Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of age, disability, race, sex, gender, maternity and pregnancy, religion and belief, sexual orientation, marriage and civil partnerships.

To further support pupils, raise standards and ensure inclusive teaching, we have set ourselves objectives which can be found in our Action Plan at the end of this policy.

Commitment to review and to publish

The school Equalities Action Plan is aligned with our 'School Development Plan'. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Our Equalities Policy is also published on our school website and will be updated every three years.

EQUALITY PLAN 2021

Baseline Context	Intended Outcomes	Impact of Actions Taken	Monitored by
<p>1.1 Historically boys have made slower progress in English Key Stage 2 than girls.</p> <p>1.2 Historically girls have made slower progress in mathematics Key Stage 2 than boys.</p> <p>1.3 Historically there is a gap in attendance between genders with boys having poorer attendance than girls.</p> <p>1.4 The school demographic is predominantly (91%) White British.</p> <p>1.5 A new Relationship and Sex Education Curriculum has been implemented in 2020 – 2021</p> <p>1.6 Behaviour is good in the school and incidents of bullying are rare.</p>	<p>1.1 The gap in progress and attainment between genders in reading and writing to close.</p> <p>1.2 The gap in progress and attainment between genders in mathematics to close.</p> <p>1.3 The gap in attendance between genders to close with both genders having attendance above national averages.</p> <p>1.4 For children to be able to confidently articulate knowledge and understanding of other religions, beliefs and ethnicities. For attainment and progress between ethnic groups to be in line with each other.</p> <p>1.5 For children to be able to confidently articulate the impact relationship education has had on them.</p> <p>1.6 Where bullying does occur for systems and processes to clearly demonstrate the impact actions have had on preventing it from happening again.</p>		<p>Headteacher</p> <p>Senior Leadership Team</p> <p>Governors</p> <p>PSHE Lead</p> <p>Attendance Officer</p>
Next steps:			