



Trinity St Mary's Church of England Primary School

Equality Plan 2026 - 2028

"Many Hearts Make A School"



Equality Aims

This document has been prepared in line with the National legal context including, but not limited to, the following:

- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Public Sector Equality Duty (PSED)
- General Data Protection Regulation (GDPR)

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools

The Equality Act

We welcome our duties under the Equality Act 2010. The school's general duties, with regards to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

Protected Characteristics

We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

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

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination but also increasing understanding and appreciation for diversity.

Our Approach to Equality and Inclusion

As a school, we realise the uniqueness of everyone and we take pride in the fact that we get to know pupils as individuals. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment that embraces respect for all. We believe that our diversity is a strength, and our school values underpin the ethos of our school and recognises that we are an inclusive community of individuals at different starting points.

Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by celebrating the different cultures and viewpoints that are in our school community and learning from each other first hand. Values of kindness, tolerance and respect will be promoted in our pupils through a variety of means including our nurture principles, whole class and individual pastoral and wellbeing support programmes.

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.

Leadership, Management and Governance

The Governing body is committed to meeting its duties under the Equality Act 2010 and aims to follow the good practice set out within the statutory codes of practice and guidance which support the legislation. While the governing body has overall responsibility to ensure that equality is promoted throughout the organisation, it is the responsibility of all staff, including those helping on a voluntary basis, to promote equality.

The governing body recognises that all staff need to be aware of, and understand, their responsibilities regarding equality legislation and guidance. The governing body recognises that discrimination may occur on more than one of the grounds at the same time and that equality of opportunity cannot be achieved by treating all people alike. The governing body acknowledges that it has a key leadership role in promoting equality and community cohesion and recognises the need to work with school staff and partner organisations, including the local authority.

A prejudice free environment amongst adults is promoted and sustained through our 'open door' policy of support and collaboration and a willingness to learn from each other. Our systems of recruitment, performance management and professional development are fair and transparent. A staff code of conduct, wellbeing documentation and associated policies including whistleblowing detail expectations of a safe and happy working environment for all promoted by the values of respect, honesty, fairness, tolerance, inclusivity, compassion and open-mindedness.

Policy planning, implementation and review

The governing body will endeavour to ensure that all relevant policies reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work.

All staff are encouraged to contribute to the formulation, development and review of policy documents. The school ensures the involvement of governors and, where appropriate, takes steps to enable the contribution of pupils and their parents/carers and other relevant parties.

All policies, procedures and strategies are regularly monitored, reviewed and evaluated for their effectiveness in promoting equality. As further equality requirements come into force policies, procedures and strategies will be monitored, reviewed and evaluated for their effectiveness in fulfilling the requirements of new legislation.

Pupil Support

All staff are responsible for identifying children with any additional needs that may require further support. This includes: academic, social, wellbeing or any other need. Staff are encouraged to refer children through the Pastoral or SEND referral pathways, where the Headteacher and SENCo triage needs and identify the best interventions and strategies for each pupil to flourish and thrive.

Curriculum

Our school strives to ensure that all students have an equal chance to access education. We have strong links and partnerships with a range of providers and external agencies and, where possible, develop links with the local community to support students in securing the best economic future and to take full advantage of their opportunities in society.

The school aims to foster and teach positive attitudes, behaviour and tolerance towards sexual orientation, race, ability or disability, religion or belief, age and gender or gender assignment. We ensure, as much as we reasonably can, that all members of the school have a positive self-image.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

Teaching and curriculum development are monitored to ensure high expectations of pupils from all groups.

Disability

The Disability Discrimination Act 2006 defines a disabled individual as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'. The school makes every reasonable adjustment to accommodate disability to ensure that everyone can access education. Changes, where necessary and reasonable, are made to ensure that access to provision is available.

Dealing with prejudice and celebrating diversity

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, through our thorough reporting procedure, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Behaviour logs which detail any incidence of bullying, racial and any other forms of prejudice are kept. Immediate action is taken. The behaviour logs are analysed and evaluated. Follow up action is taken to support cohorts or individuals where necessary.

Attainment data for all pupils is analysed and evaluated at regular intervals throughout each year. Leaders look carefully at the attainment of different groups of pupils including gender, those entitled to Pupil Premium (PP), pupils who have English as an Additional Language (EAL) and pupils who have a special Educational Need or Disability (SEND).

Pupil Progress meetings detail actions that are taken to improve the provision and subsequent outcomes. All SEND pupils are supported through a system of regular SEND review meetings which involve parents. This process includes the opportunity for pupil and parent voice to be heard.

Through our RSHE curriculum, Collective Worship and many informal conversations our pupils are taught to be:

- Understanding of others.
- Celebratory of cultural diversity.
- Eager to reach their full potential.

- Inclusive.
- Aware of what constitutes discriminatory behaviour.

We regularly review our curriculum and take account of pupil, staff and parental feedback which informs our self-evaluation processes

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employee's will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Partnership with parents and the community

The school endeavours to provide information material for parents in accessible, user-friendly language and will translate into the parent's language if applicable.

All parents are encouraged to participate fully in the life of the school. Reasonable adjustments are made to accommodate parental need with regard to information provided and meetings, for example translators and interpreters if required.

When appropriate the school will take steps to encourage the involvement and participation of parents who find it difficult to engage with the education system. The school works in partnership with parents, carers and the community to address specific incidents and to develop positive attitudes to diversity.

Equality and dignity in the workplace

We do not discriminate against staff with regards to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Equality Action Plan and Objectives

As a school, we are required to publish equality information every year:

We must report on at least 1 equality objective once every 4 years – we've chosen Spring 2028 in line with this policy renewal to be our deadline for this.

We have chosen to prioritise objective 2:

Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and make sure that any disadvantages they experience are addressed.

Why we have chosen this objective:

We are committed to fostering an inclusive and equitable working environment where all staff are supported to perform at their best. While informal adjustments are often made, we recognise the need for a more consistent, transparent and proactive approach. Establishing formal reasonable adjustment agreements will ensure that staff with disabilities are appropriately supported, barriers to their full participation are minimised, and our practice aligns fully with equality legislation and best practice. This will also strengthen staff wellbeing, retention and professional confidence.

To achieve this objective, we plan to:

Audit current provision to identify existing adjustments and gaps in support.

Engage directly with staff to understand individual needs through a supportive and confidential process.

Provide guidance and training where necessary to ensure consistent implementation.

Ensure agreements are reviewed regularly and adapted as needs evolve.

Embed this work within wider staff wellbeing and inclusion strategies.

Progress we are making towards this objective:

Staff have identified their needs and have been made aware of available support.

Documentation is used to formalise reasonable adjustment agreements and is then reviewed.

Leaders are increasingly proactive in considering adjustments as part of staff support and performance management processes.

This work is building a stronger culture of openness, trust and inclusion, with staff feeling more confident to share their needs.

Relevant Duty	What the duty requires us to do	What will happen	Who will do it	How long will it take	Outcome
Race Disability Gender Cohesion	Support the development of equality of opportunity for <ul style="list-style-type: none"> - All racial groups - Disabled persons - Women and men - Girls and boys whether as pupils, staff or a part of the wider community.	Use tracking system to monitor progress of groups in school. Personalised learning for all children.	Leadership team with class teachers through progress meetings.	Termly	Specific actions identified to raise attainment of underachieving pupils and/or groups. Reduction of incidents
Race Disability Gender Cohesion	Eliminate racial, disability related or gender harassment for all pupils, staff and the wider school community.	Investigate any reported discriminatory incidents swiftly and with dignity and respect for both parties. Provide training on the single equality scheme for all staff and governors. Subsequent action taken accordingly.	Leadership. All staff have responsibility.	Ongoing	Implement support for vulnerable groups and individuals.
Gender	Prioritise and implement gender equality objectives.	Track and analyse outcomes for pupils.	Leadership All staff have responsibility.	Ongoing tracking of pupils progress reported by staff on a termly basis. Termly analysis of data/outcomes	Termly provision mapping. Identify support for underachieving groups. Teacher planning identifies appropriate

					methods and strategies for groups.
Disability Cohesion	Develop positive attitudes to disability (pupils, staff and the wider school community).	Use positive role models and materials to promote positive attitudes towards disability.	SLT All staff	Ongoing	Ongoing programme of visits / assemblies by role models. Resources relating to disability will be visible around school to promote positive attitudes.
Race Cohesion	Support the development of good relations between different ethnic groups which includes a shared sense of belonging for all racial groups.	Multicultural aspects of the curriculum. Focus activities / days / weeks. Celebrating cultural diversity events.	All staff	Ongoing	Increase understanding of different ethnic and cultural groups will promote better relations.
Disabled Cohesion	When required encourage participation by disabled people in the whole school community.	Encourage people with a disability to be proactive in the life of the school.	Governors SLT	Ongoing	People with a disability will be confident their needs will be met. People with a disability will be involved in the life of the school.

Race Disability Gender Cohesion	Monitor our policies and practice, for example:	Continue to promote appointments and promotions relating to ethnicity, disability and gender.	SLT and Governors	Ongoing	Ongoing evaluation of effectiveness of recruitment process.
	Ethnicity, disability and gender	Analyse outcomes by ethnicity, disability and gender.			Identify required actions to raise achievements of under achieving groups
	Pupil attainment by race disability and gender Racial incidents	Record and monitor racial incidents.			Reduction in the number of incidents

Disability Cohesion	Take disability into account, for example:	Monitor participation in all school activities and services including school visits and adapt as necessary.	SLT All staff to make necessary adjustments.	Ongoing and as and when required.	All children will access all school activities.
	Providing educational opportunities.	Ongoing training for staff linked to challenging needs of disabled pupils.			Staff will be confident in meeting the needs of all pupils.
	Raising attainment.	Representatives on pupil voice.			Issues related to disability and access issues will be assessed and support provided to the best of our ability.
	Reducing exclusion.	Take advice on all actions including disability regarding exclusions and trips and the recording of these.			
	Participation in school trips.				
	Participation in all the school activities and services.				
Pupils in position of responsibility.					

Race Disability Gender	<p>Assess the impact of our policies on:</p> <p>All racial groups Disabled persons Women and men Girls and boys</p> <p>Whether as pupils, staff or a part of the wider school community.</p>	<p>Seek views of stakeholders, consultation events and SEN reviews.</p>	<p>SLT SENCO</p>	<p>Termly through HT report to governors. Termly SEN reviews and report.</p>	<p>Policies and practice will be updated to reflect the view of others.</p>
Race Disability Gender	<p>Gather and use information on:</p> <p>All racial groups Disabled persons Women and men Girls and boys</p> <p>Whether as pupils, staff or a part of the wider school community.</p>	<p>Use targeted questioning relating to disability, race and culture when inducting new pupils, parents and staff.</p> <p>Use questionnaires to establish views of all groups in the school community and analyse responses.</p>	<p>SLT Attendance officer</p>	<p>Annually</p>	<p>School staff and SEND coordinator fully informed of needs of new children.</p> <p>Priorities identified to feed into future school policies / events.</p>
Race Disability Gender	<p>Train and develop our staff on racial, disability and gender equality.</p>	<p>Share equalities policy with whole staff.</p>	<p>SLT SENCO</p>	<p>Annually</p>	<p>Staff fully involved and up to date with equality and what is required.</p>