



Trinity First School
Equality Information and
Objectives
2022



Flourishing together through
kindness, curiosity, respect, resilience and teamwork.



Equality Statement

At Trinity First School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion, or socio-economic background. We aim to foster a culture of inclusion and diversity in which all those connected to the school feel proud of their own unique identity and able to participate fully in school life.

Our approach to equality is based on 7 key principles:

1. All learners are of equal value. Whether or not they have a disability, whatever their ethnicity, culture, economic background, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. We recognise, respect and value difference and understand that diversity is a strength to be respected and celebrated by all who learn, teach and visit here. We strive to remove barriers and disadvantage that people may face in relation to their background, disability, ethnicity, gender, religion, belief or faith or sexual orientation.
3. We actively promote positive attitudes, positive relationships and mutual respect between individuals, groups and communities which are different from each other.
4. We promote cohesion through a shared sense of belonging within the school and the wider community so that everyone may feel respected and able to participate fully in school life.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including recruitment, retention, promotion and continuing professional development.
6. We have the highest expectations of all our children in their learning and behaviour.
7. We work to raise standards for all pupils, but especially for the most vulnerable.

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

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 community, 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

The equality link governor, James Markham, will:

- › Meet with the designated member of staff for equality termly, and other relevant staff members, to discuss any issues and how these are being addressed
- › Ensure they're familiar with all relevant legislation and the contents of this document
- › Attend appropriate equality and diversity training
- › Report back to the full governing board regarding any issues

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

The designated member of staff for equality, Richard Reid, will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Meet with the equality link governor every term to raise and discuss any issues
- › Support the headteacher in identifying 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. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every Autumn term.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders 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 that are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic
- 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:

- Ensure the views and opinions of representatives of specific groups are sought and listened to, and actions taken as a result
- Make evidence available identifying improvements for specific groups
- Be open to any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school has developed links with people and groups who have specialist knowledge about particular characteristics, which helps to inform and develop our approach. We aim 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, Relationships, Sex and Health (RSHE) 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.
- 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 listening to parents of children from a range of different backgrounds, organising school trips and activities, and visitors to school, based not only around the local community but also further afield to increase the capacity for diversity.
- Encouraging and implementing initiatives so that 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.

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:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls
- Cuts across any religious holidays

8. Equality objectives

Objective 1

Review the school curriculum and ensure diversity is represented and promoted across all school subjects.

Why we have chosen this objective:

Discussion with parents linked to the Black Lives Matters movement raised concerns that opportunities to ensure our children are fully aware of and positive about diversity were being missed within our curriculum.

To achieve this objective, we plan to:

Identify where our curriculum is strong and weak with regard to diversity.

Identify opportunities to strengthen weak areas of the curriculum and update curriculum documents and teaching resources as appropriate.

Ensure assemblies cover and promote a range of cultures and beliefs.

Check reading materials available across the school to ensure there are characters and settings which all pupils can identify with.

Objective 2**Conduct ongoing staff training to ensure all staff are fully versed in matters of equal opportunities, unconscious bias and non-discrimination.****Why we have chosen this objective:**

Discussions with staff have identified a lack of confidence in fully recognizing and understanding how best to promote and ensure absolute equality.

To achieve this objective, we intend to:

Use published materials, such as Show racism the Red Card, to train staff.

Continue to work with local groups supporting schools to further their understanding and confidence.

Objective 3**Encourage all children to consider non-stereotyped options in all aspects of school life, including beginning to think about potential future careers.****Why we have chosen this objective:**

We want to ensure all our children feel empowered to make the choices they want to and to have aspirations for their future

To achieve this objective, we will:

Use a wide range of teaching materials, books and role models, in curriculum teaching, assemblies and visits and visitors.

Challenge stereotypes in all aspects of school life.

9. Monitoring arrangements

The headteacher, in consultation with senior staff and the governing board, will update the equality information we publish, at least every year.

This document will be reviewed by at least every 4 years.

This document has been approved by the governing board.

10. Links with key policies

This document links to the following policies:

- Accessibility Plan, Behaviour Policy, SEND Policy