



Equality Policy

At Trinity St. Peter's, we take pride in the teachings of our unique school values that underpin all learning. We promote the British fundamental values where British law, democracy and a mutual respect and tolerance for those of other faiths, cultures and beliefs is embedded through all areas of the curriculum. Through ensuring that equality and diversity is promoted across the school, we are also actively promoting fundamental British values where pupils are encouraged to treat others fairly and respect those from different faiths and cultures. This policy should be read in line with school's Wellbeing, RE, Collective Worship, PSHE and Global Citizenship policies.

Introduction

This policy has been adopted with the approval of the Governing Body. It will be renewed on a regular basis and refreshed on a four year cycle. This policy reflects the ethos of the articles agreed at the U.N. convention on the Rights of the Child. This Policy is carried out within the context and spirit of the school's vision and values. This supports and reinforces the aims of Trinity St Peter's C.E. School, valuing all children equally and as individuals. Our school has a Christian foundation and we actively promote our monthly Christian values, which in turn promote equality and diversity in the community. Furthermore, global citizenship is embedded within the school curriculum, engaging students to celebrate their own cultural identity and to foster respect for other cultures, languages and religion.

Scope

Trinity St Peter's CE Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our school community are of equal worth.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination and promoting equality and fairness.

We recognise that these duties reflect international human rights standards such as the UN Convention on the rights of the Child.

Our Vision and Aims for Equality and Diversity

At Trinity St Peter's CE Primary School, we aim to develop children as individuals according to their talents, abilities and needs. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers and other stakeholders, irrespective of race, disability, gender, sexuality, religion, belief or socio economic background. We aim to develop a culture of inclusion and diversity, in which all stakeholders connected to our school feel proud of their identity and are able to participate fully in school life.

We aim to provide a happy, stimulating environment within which individuals can attain the highest level of academic and creative work. The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions diversity and respect for all.

At Trinity St Peter's CE Primary School, we respect difference, value diversity and embrace equality and fairness for all as global citizens. We aim to help each child to become a balanced, happy and socially competent person with a considerate and responsible attitude towards others in school and the wider community. On a larger scale, we wish to provide our pupils with the information and skills needed to become aware of the links between the local and the global, and enable them to become active global citizens. This will involve challenging and supporting all our

pupils to become critical thinkers, to develop independent learning skills and to learn about their rights and accept responsibilities.

Legal Requirements

Trinity St Peter's CE Primary School recognises that the Equality Act 2010 introduced the Public Sector Equality Duty (PSED) which applies to all public bodies including all schools. The PSED has two parts; the General and the Specific. Within the General Duty we recognise that we are required to have 'due regard' to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those that do not.
- Foster good relations between people who share a protected characteristic and those who do not
- Having 'due regard' means we must consciously think about the three main elements of the general duty as part of decision making, developing and reviewing our policies and on how we deliver our services.

With regards to the Specific Duty, Trinity St Peter's CE Primary School recognises that we are required to:

- Publish information annually to demonstrate compliance with the PSED
- Publish equality objectives every 4 years. We are mindful that all information will be made accessible to the public both electronically and in paper format.

Guiding Principles regarding Equality/Good Practice

In working towards fulfilling our legal obligations under the Equality Act 2010 and integrating equality within our school ethos we are striving to adopt a whole school approach. We have consulted, involved and listened to a range of opinions from people from broad and diverse backgrounds which reflect the protected characteristics as outlined under the Equality Act.

From this activity; which continues to be on-going, we have developed the following seven key principles to our approach to equality:

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, race or culture, whatever their gender or gender identity, whatever their sexual orientation or whatever their religious or faith background.
2. We recognise, respect and value difference and understand and promote that diversity is a positive. We take into account difference and strive to remove barriers and disadvantages which people may face, in relation to race, disability, gender, religion and belief and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit at our school.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and the wider community and to feel that they are respected and able to participate and contribute 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 our work, including recruitment and promotion and in continuing professional development.
6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.
7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of children raises standards across the whole school.

Arrangements, Roles and Responsibilities within our School

The guiding principles and equality objectives for Trinity St Peter's CE Primary School will be referenced in the School Development Plan. They will be reviewed annually and refreshed on a four-year cycle.

Attainment and Progress of all pupils is monitored throughout the year to ensure that all pupils are supported positively and adjustments are made as appropriate to ensure that pupils, alongside those pupils within a protected characteristic group, are supported positively.

All other data relating to whole school monitoring will encompass scrutiny of equality information so that those groups are supported positively.

When reviewed, each curriculum subject or area will ensure that teaching and learning will reflect our school values and the principles set out in this document.

School Governors are responsible for:

- Making sure the school complies with all current equality legislation
- Making sure this policy and the PSED are properly implemented
- Making sure related procedures are followed
- Assigning a named governor to take lead on 'Equality and Diversity'.

The Headteacher is responsible for:

- Making sure the policy is readily available and that all school stakeholders are aware of it.
- Making sure its procedures are followed.
- Producing regular information for staff and governors about the policy and how it is working. Provide training for them on issues raised in this policy, such as tackling homophobia and celebrating diversity.
- Making sure all staff know their roles and responsibilities.
- Taking appropriate action in cases of harassment and discrimination.

All School Staff are responsible for:

- Promoting an inclusive and collaborative ethos in the classroom.
- Modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping.
- Promoting equality and avoiding discrimination against anyone.
- Taking up equality training and learning opportunities.
- Promoting positive wellbeing to both colleagues and pupils.
- To raise awareness of global citizenship throughout the school.

Pupils are responsible for:

- Supporting the school's equality ethos.
- Sharing concerns or issues with a member of staff.
- Keeping equality and diversity issues on the school voice agenda - helping to review and develop good practice.
- Reflecting on their own wellbeing, as well as the wellbeing of their friends.

Parents/Carers are responsible for:

- Supporting the school's equality ethos.
- Challenging inappropriate language /behaviour.
- Sharing concerns or issues with senior staff.
- Promoting positive wellbeing.

Visitors and contractors are responsible for:

- Following our expectations regarding equality and diversity

Responsibility for overseeing all equality practices in the school will lie with the PSHE Coordinator and designated governor and will report directly to the Head teacher.

Responsibilities include:

- Co-ordinating and monitoring work on equality issues.
- Dealing with and monitoring reports of harassment (including from protected characteristic groups).
- Monitoring the progress and attainment of potentially vulnerable groups.
- Monitoring exclusions.

Monitoring, Reviewing and Assessing Impact

Trinity St Peter's CE Primary School's equality policy is linked to the school development plan and includes targets/objectives determined by all school stakeholders for promoting equality. The policy will be regularly monitored and reviewed by staff and governors to ensure it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any patterns of inequality found as a result of impact assessment will be used to inform future planning and decision making. The named PSHE subject lead and governor responsible for equality will monitor specific outcomes. Governors will be provided with monitoring information termly during governors meetings.

This policy links to other policies as stated already, but generally the principals of equality will apply to all other school policies.

Concerns and Complaints

In the first instance, any concerns or complaints about the implementation of the Equality policy should be addressed by following the guidance set out in the school's complaints policy. Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report on complaints annually and on action taken.

Accessibility Plan

Trinity St Peter's CE Primary School has a disability access plan. The key objective of the plan is to improve the physical environment of the school, improving access for disabled pupils to the school curriculum and to improve the delivery of information to disabled pupils, their parents /carers or to other school stakeholders.

Publishing Equality Information

At Trinity St Peter's CE Primary School we recognise our duty under the Equality Act 2010 to publish equality information that demonstrates we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and those people who do not share it.
- Foster good relations between people who share a protected characteristic and those people who do not share it.
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Compliance with the Equality Act 2010 Duty

At Trinity St Peter's CE Primary School, we are working to ensure all school stakeholders are aware of their responsibilities in complying to both the General Duty and the Specific Duty of the Act.

The information below is a summary of how we are aware of these requirements and how we respond to them:

1. All staff have received training on the key concepts of the Equality Act 2010. (This training was undertaken in May 2022).
2. We have a named Governor and staff member to act as Equality Champions to ensure equality and diversity remains on the respective agendas at all times.
3. We promote an ethos that champions and supports respect, dignity and difference in line with our school's Vision and Values.
4. We have appropriate policies that deal promptly and effectively with incidents and complaints of bullying and harassment. These include prejudice based bullying related to a protected characteristic. Staff have appropriate training in challenging and dealing with bullying and harassment.

5. We record all racist, homophobic or other prejudiced based inappropriate behaviour or inappropriate language. We act upon any concerns in relation to these protected groups by identifying and patterns or trends with regards to these issues.
6. Our Accessibility Plan increases the extent to which all pupils can participate in the curriculum; improve the physical environment of the school and increases the availability of accessible information to disabled pupils and parents/ carers.
7. We review our accessibility plan with the Governing Body.
8. We have a curriculum that is highly positive, offering memorable experiences that contribute to pupils' positive wellbeing, as well as their spiritual, moral, social and cultural development.
9. Through a broad range of study within our PHSE curriculum, we endeavor to promote respect, inclusivity and an appreciation of difference.
10. Our curriculum incorporates the key principles of global citizenship and promotes knowledge and understanding of, and positive attitudes towards diversity.
11. Our rich SMSC curriculum enables pupils to broaden their understanding of other beliefs, cultures and faiths.
12. All children are encouraged to be courageous advocates and challenge inequality or injustices when necessary.
13. We have a vibrant variety of Pupil Voice Groups that ensures pupils have a direct voice to discuss matters that relate to their concerns and overall well-being in school and within the immediate community. These groups are strong and articulate, contributing to whole school decision-making where appropriate.
14. We will work closely with all parents/carers; particularly those who may find working with school difficult
15. As a 'Healthy Eating' school, we promote and encourage healthy food choices so that each pupil receives a healthy meal each day. This reflects our commitment to a healthy lifestyle, regardless of socio- economic background.
16. We recognise and understand that attendance plays an integral part in a pupil's achievement at school. Thus, through our Attendance and Punctuality protocol, we investigate any discrepancies that may occur and address any inequalities appropriately. We strive to ensure our pupils maintain a high level of attendance and punctuality.

How we are performing in relation the three main aims of the General Duty of the Equality Act 2010

We recognise our responsibility under the General Duty of the Equality Act to have 'Due Regard' for 'eliminating unlawful discrimination', 'advancing equality of opportunity between protected groups and those who are not' and to 'foster good relations between people who share a protected

characteristic and those who do not’.

We believe that whilst each protected characteristic may require differing approaches to advancing equality of opportunity and to fostering good relations, eliminating unlawful discrimination is an overarching principal to effective promotion of equality and diversity. Eliminating unlawful discrimination, harassment and victimisation is fundamentally at the core of our process to embed equality and diversity into our school culture and ethos.

Below are some examples of how we both advance equality of opportunity and to foster good relations. These shall be reviewed annually.

GENDER

How we advance equality of opportunity	How we foster good relations
We monitor attainment and progress of pupils by gender.	Whole school events are thoughtfully planned to include and attract both mums/dads/ carers from all sections of the community in order to enrich and contribute to the pupil's learning.
We do not discriminate against genders for clubs, uniform, or committees, and avoid stereotyping whenever possible.	We ensure that we include positive, non- stereotypical images of men and women, girls and boys across the whole curriculum, including assemblies, visits and the visitors we invite into school.

DISABILITY

How we advance equality of opportunity	How we foster good relations
We provide good quality training for all our staff on dealing with the challenges and needs of disabled pupils.	We have regular parent/ teacher consultations and induction meetings prior to a disabled pupil starting school.
	We positively promote disability and use positive images and stories of disabled people. A number of disabled adults have spoken at school assemblies, as well as adults who work in schools for children with disabilities. We also celebrate national events that raise awareness for persons with disabilities.

RACE/EAL

How we advance equality of opportunity	How we foster good relations
We provide good quality training for all our staff and governors on a range of equality and diversity	We have a curriculum that supports pupils to understand, respect and to value difference and diversity and one in which challenges negative

issues.	stereotypes.
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RELIGION, FAITH, BELIEFS

How we advance equality of opportunity	How we foster good relations
We promote inclusion for all our faith groups in all aspects of the curriculum.	We organise visits to different places of worship reflecting different religions and beliefs.
We educate the children on many religions and various beliefs, in line with our RE policy and Multicultural and Multi-faith policies.	Children are taught about different religions on a termly basis.

SEXUALITY

How we advance equality of opportunity	How we foster good relations
We are committed to ensure that all pupils and staff members are protected from discrimination or harassment through training and the promotion of respect and tolerance.	We have a curriculum that supports pupils to understand, respect and value difference and diversity.
Staff have received training on homophobic bullying, as well as stereotypes.	Children are taught about different family structures and stereotyping. We positively promote the LGBT community and use positive images and stories of LGBT people through age-appropriate story books and celebrities in the media.

Equality Duty to Workforce

Trinity St Peter's intends to fulfill its responsibilities under the Public Sector Equality Duty with regard to its workforce.

We will have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and those who do not share it.

We will collect and use equality information to help us to:

- Identify key issues;
- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively;
- Assess whether you are discriminating unlawfully when carrying out any of our functions;
- Identify what the key equality issues are for our organisation.
- Assess performance
- Benchmark our performance and processes against those of similar organisations, nationally or locally.
- Take action
- Consider taking steps to meet the needs of staff who share relevant protected characteristics;
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations;
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality;
- Develop equality objectives to meet the specific duties;
- Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades. In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:

- recruitment and promotion
- numbers of part-time and full-time staff
- pay and remuneration
- training
- return to work of women on maternity leave
- return to work of disabled employees following sick leave relating to their disability
- appraisals
- grievances (including about harassment)
- disciplinary action (including for harassment)
- dismissals and other reasons for leaving.
- Publication of Equality Information

We will collect and use enough workforce information to effectively meet the general equality duty. Where relevant and proportionate we will publish on our website some information about the impact of our employment functions on people with the different protected characteristics in order to demonstrate compliance with the general equality duty.

Publication

All equality policies will be published on our website and will be made available both electronically

and in a hard copy format.

Trinity St Peter's CE Primary School has adopted a whole school approach to equality and diversity and considers it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHRC) statement:

"To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and pupils create a healthier, happier, fairer school culture and could lead to reductions in bullying and other negative behaviour and improvements in attainment and aspirations."

Reviewed during academic year 2024/25

To be reviewed during academic year 2025/26

