

# Trinity School Equality Objectives



## **DOCUMENT REVIEW**

GOVERNOR APPROVAL DATE: 01 October 2020

COMMITTEE RESPONSIBLE: Education Committee

AUTHOR: Alex Birks-Agnew

LINK GOVERNOR: Education Committee

NEXT REVIEW DATE: 01 October 2021



## Table of Contents

1. AIMS .....	3
2. LEGISLATION AND GUIDANCE.....	3
3. ROLES AND RESPONSIBILITIES .....	3
4. ELIMINATING DISCRIMINATION.....	3
5. ADVANCING EQUALITY OF OPPORTUNITY .....	4
6. FOSTERING GOOD RELATIONS .....	4
7. EQUALITY CONSIDERATIONS IN DECISION-MAKING .....	5
8. MONITORING ARRANGEMENTS.....	5
9. LINKS WITH OTHER POLICIES .....	5
10. EQUALITY OBJECTIVES .....	6



## 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](#).

This document also complies with our funding agreement and articles of association.

## 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, 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 Headmaster

The Education Committee will:

- Receive a report every 6 months on any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Report back to the full governing board regarding any issues

The designated member of staff for equality will:

- Support the Headmaster in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the Headmaster 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.

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 which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim 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
- 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.



### **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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively

### **8. Monitoring arrangements**

The governing board will update the equality information we publish, described in sections 4-7 above, at least every year.

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

This document will be approved by governing board.

### **9. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment



## 10. Equality objectives

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc.	Action:	Who's responsible?	Dates from and to:
All aims of duty	All protected characteristics	To ensure that the participation of students from minority, marginalised or vulnerable backgrounds in school life is in line with their numbers	Ensure diversity of students involved in the decision-making processes of the school.  Monitor participation of each group and develop strategies to address shortfalls.	Minority, marginalised and vulnerable students	Ensure that all groups are represented in the pupil voice processes within the school	ABA	Ongoing
Eliminate unlawful discrimination, harassment and victimisation  Equality of opportunity	All	To ensure that policy and practice relating to the recruitment, retention and training of employees is inclusive of the diverse needs of applicants and staff	Identification of equalities training needs in relation to protected characteristics  Improved data collection and analysis on staffing issues	Applicants and all school staff including volunteers	Ensure that all policies and practices relating to recruitment and staffing are aligned with best practice  Deliver equality training as part of school induction.	MPA	Ongoing
Eliminate unlawful discrimination, harassment and victimisation	Race/ Religion or Belief/ Disability	To ensure the content of school meals and the eating environment meets the needs of all race and faith groups and those with	Ensure that the content of school meals does not prevent children accessing them.	All those with specific race, faith, cultural and health needs	Engage caterers that are sensitive to these needs and able to provide an appropriate range of food.	CVA	Ongoing



Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc.	Action:	Who's responsible?	Dates from and to:
		specific health needs					
Eliminate unlawful discrimination, harassment and victimisation	Sexual Orientation/Race/Gender identity/Disability/Religion or belief	To prevent and respond to all hate incidents and prejudice based bullying	<p>Students feel safe as reported in safer schools survey and feel that incidents will be dealt with.</p> <p>Staff are confident in dealing with issues</p> <p>Implementation of ICT based reporting for anti-social behaviour and hate incident reporting to ensure that children/adults feel able to report.</p>	Whole school and specifically BME /LBGTU/SEND pupils/students or those from a Faith background	<p>To ensure policies and practice relating to bullying are effective and used consistently</p> <p>Provide staff training.</p> <p>Ensure continuing professional development for staff to develop skills in identifying and challenging racial discrimination, religious discrimination, homophobia and transphobia.</p> <p>Promotion of hate incident recording to students.</p>	ABA and JDA	Ongoing
Advance equality of opportunity	Sex	To ensure that girls are equally involved in physical activity	Ensure good participation of girls in targeted sports activities	Girls	Monitor attendance of girls at out-of-school hours' sports clubs	SMO	Ongoing



Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc.	Action:	Who's responsible?	Dates from and to:
			Involve female teachers in PE		Survey girls and understand barriers to participation		
Advance equality of opportunity	Disability/ All	To increase social and emotional skills for pupils/students with SEMH (Social Emotional Mental Health)	Improved ability by pupils/ students to handle difficult situations and a reduction in classroom disruption	Pupils/students with SMEH	Train staff to deliver small group work sessions to support targeted pupils/students in developing social and emotional skills	ABA	Ongoing
Advance equality of opportunity	Disability	To better understand the needs of disabled parents/carers within our school community	Improved access and communication with disabled parents/carers	Disabled parents/carers	Identify disabled parents and put in place support as necessary	ABA	Ongoing
Advance equality of opportunity	Other	To improve the attainment of vulnerable groups (including Gypsy, Romany, Traveller)	Improved attendance and attainment by this group	Vulnerable Groups	Collate and analyse data relating to attainment and attendance by target group  Work with to identify strategies to improve attainment of these groups	BWI	Ongoing