



Compassion

Trust

Wisdom

Fellowship

Friendship

Peace

***Thriving and Achieving in a Caring Christian Community***

*This is my commandment, that you love one another as I have loved you. John Ch15 v12*

**January 2023**

This statement has been reviewed by the Governor's Ethos Committee on February 01 2023

## **Equality Statement and Objectives**

### **Equalities Statement**

At Trinity St Stephen Church of England First School we are committed to:

promoting equality of opportunity

eliminating discrimination and harassment

valuing diversity and promoting positive relationships

providing an inclusive education which enables all pupils to develop their full potential

meeting the requirements of the Equality Act 2010.

### **The Equality Act 2010**

The Equality Act 2010 replaces previous anti-discrimination legislation with a single Act. The Equality Duty is set out in section 149 of the Act. It replaces the three previous public sector equality duties – for race, disability and gender – and covers the following protected characteristics:

Disability

Race and ethnicity

Gender

Gender identity

Marriage and civil partnership (but only in respect of eliminating unlawful discrimination)

Pregnancy and maternity

Religion and belief

Sexual identity

We ensure that we have due regard to the need to:

eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act

advance equality of opportunity between people who share a characteristic and those who don't

foster good relations between people who share a characteristic and those who don't.

The Governing Body will ensure, that in the cycle of policy reviews, that policies and practices are scrutinised to identify the effects they have on individuals or groups of people in relation to equality.

Our school aims to be an inclusive school. We actively seek to include all our children in our school community. We do not exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children and we make this a reality through



Compassion

Trust

Wisdom

Fellowship

Friendship

Peace

the attention we pay to the different groups of children within our school with consideration of the following protected characteristics:

Age

Disability

Gender reassignment

Marriage and civil partnership (but only in respect of eliminating unlawful discrimination)

Pregnancy and maternity

Race

Religion or belief

Sex

Sexual orientation

### **Values and Beliefs**

We are an inclusive school where pupils, parents, staff, governors, the local authority and local services work in partnership to meet the needs of the community. We celebrate the positive contribution made by different social, ethnic and linguistic groups.

At Trinity St Stephen Church of England First School we are guided by our Christian values of Peace, Trust, Wisdom, Compassion, Friendship, Fellowship.

### **Staff and governors demonstrate our values and commitment to equality by:-**

ensuring acceptable behaviour,  
responding to incidents and complaints in a proactive way,  
providing access to services, facilities and information,  
recruiting and employing people fairly,  
meeting specific needs.

### **Equality Policy**

The Equalities Policy outlines the commitment of the staff, pupils and governors of Trinity St Stephen Church of England First School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school



Compassion

Trust

Wisdom

Fellowship

Friendship

Peace

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Trinity St Stephen Church of England First School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their sex, race, disability, religion or belief, sexual orientation, age, gender re-assignment or any other recognised area of discrimination including pregnancy and maternity.

### **School in Context**

The school is made up of an equal balance of boys and girls though this differs slightly in each cohort of children. 10% of our children are in receipt of pupil premium and 14% have English as an additional language. This has increased by 6% over the last four years. 47% of our children are from ethnic backgrounds other than White British. This has increased by 15% over the last four years. The percentage of children who are on the SEND register is 9.3% and 3.5% have an Education and Health Care Plan. The school is easily accessible for children, parents and governors with physical disabilities.

### **Ethos and Atmosphere**

At Trinity St Stephen Church of England First School, the leadership of the school community demonstrates mutual respect between all members of the school community by always demonstrating our Christian values.

There is an openness of atmosphere which welcomes everyone to the school. The school is calm and caring.

All within the school community are prepared to challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.

All visitors to the school are greeted with friendliness and respect.

Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

### **Monitoring and Review**

Trinity St Stephen Church of England First School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is able to thrive and achieve.

### **We collect and analyse a range of equality information for our pupils/students:**

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.



Compassion

Trust

Wisdom

Fellowship

Friendship

Peace

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

Attendance

Exclusions

Any bullying incidents

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Trinity St Stephen Church of England First School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

Information may be collected regarding

Applicants for employment

Staff profiles

Governing body profiles

Training events

Due regard is given to the promotion of equality in the School Development Plan. The person responsible for the monitoring and evaluation of the policy and any action planning is the headteacher.

Their role is to:

Lead discussions, organise training, update staff in staff meetings, support discussions

Work with the governing body on matters relating to equality

Support evaluation activities that moderate the impact and success of this policy

### **Developing Best Practice**

### **Learning and Teaching**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.



Compassion

Trust

Wisdom

Fellowship

Friendship

Peace

To do this, teaching and learning will:

Provide equality of access for all pupils and prepare them for life in a diverse society

Use materials that reflect a range of cultural backgrounds, without stereotyping

Use materials to promote a positive image of and attitude towards disability and disabled people

Promote attitudes and values that will challenge discriminatory behaviour

Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures

Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions

Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality

Ensure that the whole curriculum covers issues of equality and diversity;

All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter

Seek to involve all parents in supporting their child's education

Provide educational visits and extended learning opportunities that involve all pupil groups

Take account of the performance of all pupils when planning for future learning and setting challenging targets

Make best use of all available resources to support the learning of all groups of pupils

Identify resources and training that support staff development

### **Learning Environment**

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils

Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity

The school places a very high priority on the provision for special educational needs and disability. We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work

The school provides an environment in which all pupils have equal access to all facilities and resources

All pupils are encouraged to be actively involved in their own learning

A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils

Consideration will be given to the physical learning environment – both internal and external, including displays and signage when appropriate

### **Curriculum**



Compassion

Trust

Wisdom

Fellowship

Friendship

Peace

At Trinity St Stephen Church of England First School, we aim to ensure that:

Planning reflects our commitment to equality in all subject areas promoting positive attitudes to equality and diversity

Pupils will have opportunities to explore concepts and issues relating to identity and equality

Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles.

### **Resources and Materials**

The provision of good quality resources and materials within Trinity St Stephen Church of England First School is a high priority.

These resources should:

Reflect the reality of an ethnically, culturally and sexually diverse society

Reflect a variety of viewpoints

Show positive images of males and females in society

Include non-stereotypical images of all groups in a global context

Be accessible to all members of the school community

### **Language**

We recognise that it is important at Trinity St Stephen Church of England First School that all members of the school community use appropriate language which:

Does not transmit or confirm stereotypes

Does not offend

Creates and enhances positive images of particular groups identified at the beginning of this document

Creates the conditions for all people to develop their self esteem

Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

### **Extended Learning Opportunities**

It is the policy of this school to provide equal access to all activities from an early age. We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with this policy.

### **Provision for Bi-lingual Pupils**

We undertake at Trinity St Stephen Church of England First School to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum.

These groups may include:

Pupils for whom English is an additional language

Pupils who are new to the United Kingdom

Gypsy, Roma and Traveller Children

Advanced bi-lingual learners



Compassion

Trust

Wisdom

Fellowship

Friendship

Peace

Use first language effectively for learning

### **Personal Development and Pastoral Guidance**

Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils

All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)

All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination

We recognise that perpetrators may also be victims and require support.

Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community

Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

### **Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupils' access to male and female staff where possible

We encourage the career development and aspirations of all school staff

It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils

Access to opportunities for professional development is monitored on equality grounds

### **Staff Recruitment**

All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process

Equalities policies and practices are covered in all staff inductions

All temporary staff are made aware of policies and practices

Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

### **Partnerships with Parents/Carers/Families and the Wider Community**

We will work with parents/carers to help all pupils to achieve their potential.

All parents/carers are encouraged to participate in the full life of the school.

Members of the local community are encouraged to join in school activities

Exploring the possibility of the school having a role to play in supporting new and settled communities

### **Roles and Responsibilities**



Compassion

Trust

Wisdom

Fellowship

Friendship

Peace

Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan.

The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.

The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy.

Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.

All members of the school community have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.

We will take steps to ensure all visitors to the school adhere to our commitment to equality.