

**Holy Trinity CE Primary School
School Equality Scheme**

Equality and Diversity

Policy Review

The policy was last reviewed and agreed by the Governing Body in September 2023.

It is due for review – *September 2026*.

Signature

Date

Head Teacher

Signature

Date

Chair of Governors

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1. Definitions

Disability

The Disability Discrimination Act 1995 (DDA, amended in 2003 & 2005) provides protection for pupils and parents, prospective pupils and parents, staff and others using school facilities.

The definition of a person with a disability is a physical or mental impairment which has an effect on his or her ability to carry out normal day to day activities. This effect must be:

- Substantial (more than minor or trivial)
- Adverse
- Long-term (it has lasted or is likely to last, for a least a year or for the rest of the life of the person affected)

The DDA also provides protection for people who have cancer, MS, HIV/AIDS as well as those who have had heart surgery; are on kidney dialysis, people with diabetes, stammer, dyslexia, people with severe disfigurements; mental health issues and learning difficulties or disabilities – provided that their condition results in a disability which meets the DDA definition. Also covered are those who have previously had a disability (e.g. a mental health problem).

Gender

The Sex Discrimination Act 1975 (SDA), amended in 2003 & 2007 provides protection for pupils and parents, prospective pupils and parents, staff and others using school facilities against discrimination on the grounds of gender. People who have changed their sex (trans-gender people) are also protected under the SDA.

Race

The Race Relations Act 1976 (RRA) amended in 2000 provides protection for pupils and parents, prospective pupils and parents, staff and others using school facilities against discrimination on the grounds of race. The term race includes: colour, ethnic origin, nationality, national origin and citizenship as well as race. For example, Sikhs, Jews and Gypsy Roma people are covered but Muslims are not in law covered by the RRA but protected by religion and belief provisions.

Religion and Belief

The Equality Act (Religion and Belief) 2006 provides protection for pupils and parents, prospective pupils and parents, staff and others using school facilities against discrimination on the grounds of religion or belief (including perceived religion, or lack of religion or belief). The definition of religion and beliefs is wide enough to cover fringe or cult religions and a range of other philosophical beliefs but is not intended to include political beliefs.

Sexual Orientation

The Equality Act (Sexual Orientation) Regulations 2007 provides protection for pupils and parents, prospective pupils and parents, staff and others using school facilities against discrimination on the grounds of apparent or perceived sexual orientation. The regulations also apply to a person

with whom the individual is associated, such as a parent or friend.

2. Vision and Values

At Holy Trinity CE School our motto is:

Aim High

'Let Your Light Shine'

Our school has the motto "Aim High – Let your light shine' because everyone is seen as so valuable in God's eyes that everyone must be supported and encouraged to be the very best they can be. We are a fully inclusive school where **no one** will or can be left behind.

At Holy Trinity School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun.

The primary aim of the school is to help each pupil reach his or her full potential so that they may develop the attitudes, skills and knowledge to take full advantage of the opportunities available in their future lives.

We achieve this by:

- fostering the values, attributes and lifestyles that a Christian faith demands in the family, among friends, in the school and in the wider community.
- creating an environment for staff and pupils that is happy stimulating and supportive in which core values and beliefs of high expectations can flourish
- providing an appropriate balanced education designed to help each pupil reach their potential.
- ensuring that all staff have access to development opportunities in keeping with the needs of the school and individuals' expertise to enhance the educational opportunities for our children.
- providing effective management and organisation within the school to give clear guidance for its direction
- nurture the partnership role between School, Governors, Parents, Christ Church and the wider community for the benefit of the children we are jointly responsible for.

These are underpinned by the British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those of different faiths and beliefs.

At Holy Trinity CE Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff and all those receiving services from the school. We work on our Christian culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of all our pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Holy Trinity CE Primary School, we believe that diversity

is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. Our School Context

School Characteristics

Historical Background

Trinity School was first established in 1841 on Trinity Lane behind Christ Church. As the number of pupils at the school grew the building was enlarged. In 1938 an appeal was launched to raise money for this, and by 1939 it had been decided to demolish the old school and build a new one. The war stopped the building but planning continued. After a great deal of fund raising and effort the new school was finally opened on it's current site in July 1952. Except for a few minor additions the school has not greatly changed since that time and still has beautiful grounds in which the children can play and learn.

Our school is situated close to Waltham Cross; an urban area with high levels of deprivation. The school is classed as having families from very deprived backgrounds, we are the 17th highest within Hertfordshire.

Data taken from

ISDR 20

Characteristic	Total
NOR	187 (current 199)
Male/female	53.5% / 46.5%
PPG	27.3%
BAME groups	63.4%
SEND	13.3%
EAL	19.6%
Stability	74.7
Deprivation	0.24
Absence - Attendance	4.1% - 95.9%
PA	8.7% (9.6% national)
Current attendance Sept 2019	95.3%

Current Situation:

The standard procedures and processes of our school – disability

The school has an Inclusion policy and Accessibility Plan, which has a framework for assessing the needs of pupils with disabilities. The Action Plan covers the same 3 year period as the Equality Scheme.

The standard procedures and processes of our school – gender The school carries out regular assessment processes to check there are no gender differences in achievement. Where there are significant differences in year group cohorts in terms of gender then changes are applied to the curriculum to meet needs. There are a good range of clubs, workshops and initiatives which challenge gender stereotypes and ensure the true fulfilment of potential.

School Clubs 2023

Day	Clubs
Monday	
Tuesday	
Wednesday	Choir
Thursday	Football
Friday	Gym/dance

The standard procedures and processes of our school – race

The school has a policy on Promoting Race Equality Policy. We are conscious that our school is situated in an area with low numbers of multi-ethnic families and potential for racist issues. We therefore strive to offer a culturally diverse curriculum that prepares children for life in a diverse society. Use of displays quote school rules and practices in a variety of languages.

The standard procedures and processes of our school

The school always strives to include parents from different faith groups and community groups in whole school life. We hold meetings and workshops to include families in the life of our school. Our curriculum includes content which provides learning about different faiths including visits to a variety of places of worship appropriate to pupils of different ages.

4: Legal Background

This section summarises the general duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED) The specific duties require schools to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- age (for staff only)
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation
- marriage and civil partnership (for staff only)

Disability

At Holy Trinity CE School we implement an accessibility plan which is aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of

education, benefits, facilities and services provided;

- improving the availability of accessible information to disabled pupils.

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs.

These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Specific duties: disability, gender and race

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Section 4 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Disability, Equality and Accessibility Action Plan.

Community Cohesion

Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

Education Act, 2011

Changes to the statutory reporting areas for school inspections remove some of the reporting requirements: namely to inspect well-being and community cohesion.

Inspectors will consider the spiritual, moral, social and cultural development of pupils; and the extent to which the education provided by the school enables all pupils to achieve, in particular disabled pupils and pupils who have a statement of educational needs.

5: Equal Opportunities for staff

This section deals with aspects of equal opportunities relating to staff at Holy Trinity CE School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our

employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Senior Leaders support to ensure equality of opportunity for all

6: Roles and responsibilities

Chain of accountability

The Board of Governors, supported by the Head Teacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Head Teacher retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 12 months, managers and key staff will report to the Head Teacher on actions and progress.

Every 12 months there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

The Head Teacher has responsibility for following key areas:

- Single equality scheme
- Disability equality (including bullying incidents)
- SEND/LDD (including bullying incidents)
- Accessibility
- Gender equality (including bullying incidents)
- Race equality (including racist incidents)
- Equality and diversity in curriculum content

- Equality and diversity in pupil achievement
- Equality and diversity – behaviour and exclusions
- Participation in all aspects of school life
- Impact assessment
- Stakeholder consultation
- Policy review (in consultation with the Governors)
- Communication and publishing

Commitment to review

The school equality scheme will be aligned with the School Improvement Plan. Its implementation will be monitored within the school’s self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every three years –in which we will make proposals for future action. This will be communicated via school newsletter and website following consultation with staff and Governors.

The basic principle underlying the new specific duties is that of

‘transparency’ which ensures that we fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups. Transparency means being open about the information on which we base our decisions, on what to publish and how.

Commitment to action

Governors will:

Policy development	Provide leadership and drive for the development and regular review of the school’s equality and other policies
Policy Implementation	Provide leadership and ensure the accountability of the Head Teacher and senior staff for the communication and implementation of school policies Highlight good practice and promote it throughout the school and wider community

Behaviour	<p>Provide appropriate role models for all managers, staff and pupils</p> <p>Congratulate examples of good practice from the school and among individual managers, staff and pupils</p> <p>Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</p>
Public Sector Duties	<p>Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)</p>

Head Teacher and Deputy Head Teacher will:

Policy development	<p>Initiate and oversee the development and regular review of equality policies and procedures</p> <p>Consult pupils, staff and stakeholders in the development and review of the policies</p> <p>Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard</p>
Policy Implementation	<p>Ensure the effective implementation and communication of the policies to all pupils, staff and stakeholders</p> <p>Ensure that managers and staff are trained as necessary to carry out the policies</p> <p>Implement and be accountable for the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary</p> <p>Use informal and formal procedures as necessary to deal with 'difficult' situations</p>
Behaviour	<p>Provide appropriate role models for all managers, staff and pupils and behave in accordance with the school's policies, leading by example</p> <p>Highlight good practice from individuals, staff and pupils</p> <p>Provide mechanisms for the sharing of good practice</p> <p>Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</p> <p>Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)</p>
Public Sector Duties	<p>Contribute to managing the implementation of the school's equality scheme</p> <p>Ensure that the school carries out its statutory duties effectively</p>

All staff: teaching and non-teaching will:

Policy development	Contribute to consultations and reviews Raise issues with line managers which could contribute to policy review and development
Policy Implementation	Maintain awareness of the school's current equality policy and procedures Implement the policy as it applies to staff and pupils
Behaviour	Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme Provide a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	Contribute to the implementation of the school's equality scheme

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- We make efforts to ensure that the diversity of the workforce reflects that of our local community and wider society.
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents.
- Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people or sexism.

7: Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Head Teacher where necessary. All incidents are reported to the Head Teacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

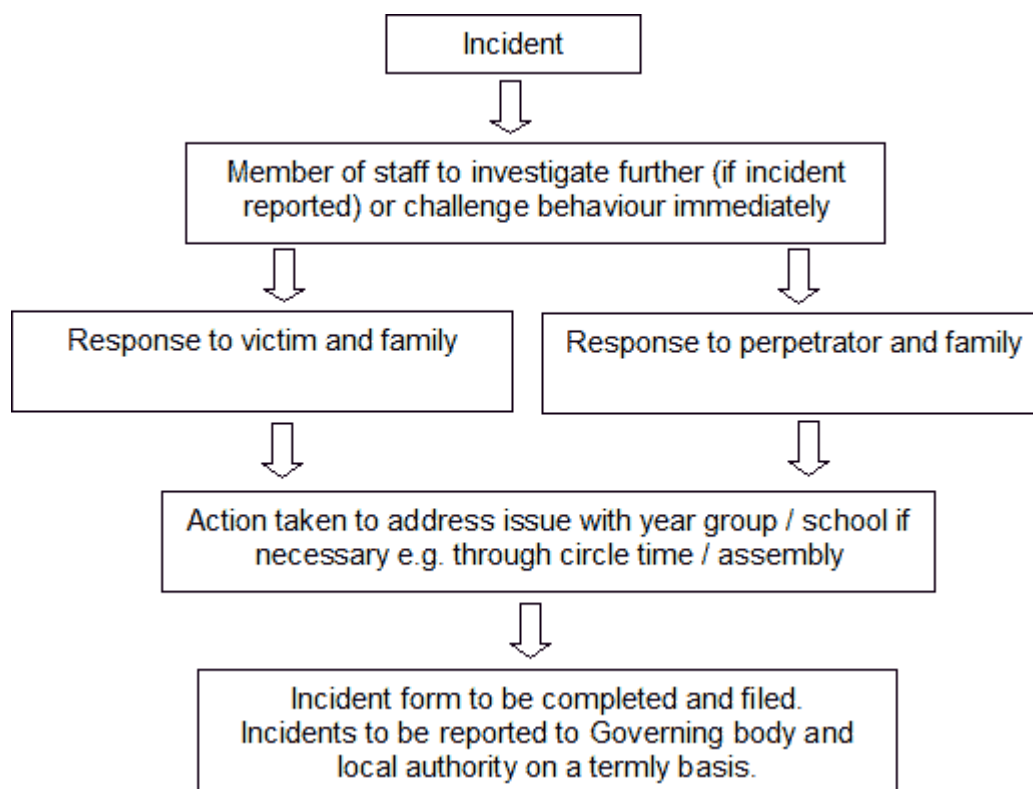
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Use of derogatory names, insults and jokes
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups

- Ridicule of an individual for difference e.g. food, music, religion, dress etc
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Our procedure for responding and reporting incidents is outlined below:



8: Stakeholder Consultation

Involving our learners, parents/carers and other stakeholders

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We will include consultation on our policy and practices in relation to Disability, Gender, Race and Community Cohesion in our consultation with parents, pupils, staff and members of the local community,

and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

Evidence of this engagement will be included in the published material showing how the duty has been addressed.

9. Using information – Equality Impact Assessment, data and other information

Evaluating the impact in terms of the outcomes

Equality Impact Assessment (EQIAs)

EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

Impact assessment statement

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in Section 5 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be sent to the governors annually.

Commission services (procurement)

The school will consider the equality factors arising from any procurement activity. Equality related criteria will be used against school contracts and their subsequent performance to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community.

10:Equality Priorities

Achievements to date

Disability

We make reasonable adjustments to ensure that all pupils have access to a rich and broad curriculum. Assessment of needs is undertaken when required and advice is sought from either medical experts and/or other support agencies.

Gender

We analyse achievement data to ensure no gender issues are apparent e.g. disparity in subject areas. We have zero tolerance towards homophobic incidents.

Race

We have an awareness of where our school is situated and enrichment of curriculum in respect of teaching about other cultures. We strive to offer a culturally diverse curriculum that prepares children for life in a diverse society.

Special Educational Needs

Monitoring of an up-dated provision maps ensure that all pupils have access to the curriculum through focus group support or from external agencies providing specialist individual support and advice

Areas the school has identified as priority areas:

Priority	Category	Diversity strand	Background
1. Ensure statutory duties are being met	Vision and values	All	DDA (PSED)
2. Safeguarding self-evaluation	Vision and values	All	DDA (PSED)
3. Equality of opportunity for staff	School data	All	DDA (PSED)
4. Monitoring of attainment data	School data	All	SEF (PSED)

5. Curriculum accessibility	Curriculum and Extended Schools	All	DDA
6. IT accessible to families	Curriculum and Extended Schools	All	PSED
7. H&S audit to take into account the DED	Physical environment	Disability	DDA
8. Premises accessibility	Physical environment	Disability	DDA
9. Fire procedures checked in line with the DED	Physical environment	Disability	DED
10. Assessment of pupils' needs	Delivery of information	All	DDA
11. Access information for parents and carers	Delivery of information	Race	DDA
12. Making the plan available and annual governor monitoring	Delivery of information	All	DDA

Check list for school staff and governors

- Is information collected on disability with regards to both pupils and staff?
- Is this information used to improve the provision of services?

- Is pupil achievement monitored by disability? Are there are trends or patterns in the data that may require additional action?

- Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?

- Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?

- Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?

- Does the school take part in annual events such as Jeans for Genes week to raise awareness of disability?

- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?

- Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?

- Are procedures for the election of parent governors open to candidates and voters who are disabled?