

Trinity CE Primary School Equality Plan & Objectives 2020/21

Our school, as part of the Christian community, will value and nurture each individual.

We aim to ensure children reach their full potential - building resilience and gaining the knowledge and experience to become compassionate and respectful global citizens. Children will be encouraged to lead a healthy lifestyle, become confident in their abilities and talents and be given opportunities to be inquisitive through an ambitious curriculum.

In accordance with this, the Trinity CE Primary School Ethos we pledge:

- to respect the equal human rights of all our pupils;
- to educate them about equality; and
- to respect the equal rights of our staff and other members of the school community.

Our Values

We have 7 core values here at Trinity that are embedded throughout our school everyday in all aspects of school life.

Our children will be...

1. Respectful
2. Resilient
3. Inquisitive
4. Ambitious
5. Healthy

6. Compassionate

7. Global Citizens

We will assess our current school practices (“Equality Impact Assessment”) and implement all necessary resulting actions in relation to:

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation, and
- age.

We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to religion or belief, ethnicity, social/economic background.

2. Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Shropshire Council procedure for recording incidents involving pupils in schools.

The accessibility plan and audit addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan below addresses our duty under the Education and Inspections Act 2006. The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. In examining the school's context, it relates closely to the beginning of our SEF. It demonstrates the awareness of the governors and their community partners of how the school community compares with the wider community, both locally and nationally. It therefore forms Trinity CE Primary School's Single Equality Scheme 2015-18

Trinity CE Primary School Equality Objectives

1. Advance Equality of Opportunity between people who share a protected characteristic and people who do not.										
Objective	Action	Success Criteria	SE ND	Ge nd er	Re ligi on	Pr eg na nc y/ Ma ter nit y	Se xu al Ori ent ati on	Ge nd er Re as sig nm ent	Lead person	Link to School Development Plan or policy
To reduce the attainment and progress gap between boys and girls in reading in KS2.	<p>½ termly analysis of pupil progress</p> <p>Inset to include raising attainment and progress of boys</p> <p>Curriculum design to engage boys</p>			✓					JR JP	<p>See School Development Plan 2020/21</p> <p>Evidence Termly data analysis ASP</p>
Class teachers make specific provision for protected groups in all lessons	<p>Differentiation of lessons where needed.</p> <p>Use advice from school multicultural development service to support children with English as an Additional Language.</p>		✓	✓	✓		✓		JR	<p>School Teaching and Learning Policy</p> <p>Evidence Monitoring Records</p>

Ensure that all children from protected groups have equal access to the full range of opportunities offered by the school.	Differentiation of lessons. Use advice from school multicultural development service to support children with English as an Additional Language.		✓	✓	✓		✓		JR	School Teaching and Learning Policy Evidence Monitoring Records
2. Foster good relations between people who share a protected characteristic and those who do not.										
Objective	Action	Success Criteria	SE ND	Ge n d e r	Re l i g i o n	Pr e g n a n c y / M a t e r n i t y	Se x u a l O r i e n t a t i o n	Ge n d e r R e a s i g n m e n t	Lead person	Link to School Development Plan or policy
To develop children's understanding of the value of diversity in British society	To monitor curriculum development work to ensure that children have opportunities to reflect on life in modern Britain.	Children develop relationships with pupils from different backgrounds and develop a greater understanding of the value of diversity in British society.	✓	✓	✓		✓	✓	JR	

<p>To develop children's awareness of ethnic diversity of UK and to challenge stereotypes within world.</p>	<p>Islam to be taught as discrete unit within RE for KS2</p> <p>Curriculum planning ensures teaching on modern countries within Asia and Africa. (e.g. Egypt, Uganda, etc.)</p> <p>City visit in Y5/6 (alternate years) to include visit to inner city school which reflects greater ethnic diversity. This is next scheduled to happen in 2021/22.</p>	<p>Children have greater understanding about ethnic diversity within UK</p> <p>Children have greater appreciation of similarities within modern cities around the world.</p> <p>Visit to inner city school by Y5/6</p>			✓				JR	
					✓					
			✓	✓	✓		✓	✓		

3. To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited.

Objective	Action	Success Criteria	SE ND	Ge nd er	Re ligi on	Pr eg na nc y/ Ma ter nit y	Se xu al Ori ent ati on	Ge nd er Re as sig nm ent	Lead person	Link to School Development Plan or policy
Continue to ensure that prejudice related incidents are eliminated from our school.	Monitoring of behaviour records Opportunities to celebrate diversity	Behaviour records continues to indicate no prejudice related incidents	✓	✓	✓	✓	✓	✓	JR/JP	Anti-bullying policy