Trinity CE Primary School
Equality Plan & Objectives 2026/27

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	SEND	Gender	Religion	Pregnancy/ Maternity	Sexual Orientation	Gender Reassignment	Lead person	Link to School Development Plan or policy
To reduce the attainment and progress gap between SEND pupils and non-SEND pupils.	Regular formative assessment and termly summative assessment and analysis of pupil progress and attainment. Support in raising attainment and progress of disadvantaged pupils. Curriculum design to support lower-ability pupils.	Attainment and progress gap reduces between SEND and non-SEND pupils. SEND pupils make the expected progress from the relative starting points.	✔						JP	School Development Plan and SEF **Evidence** Termly Data Analysis Perspective Lite ASP
Class teachers make specific provision for protected groups in all lessons.	Differentiation of lessons where applicable. Use advice from school multi-cultural development service to support children with English as an Additional Language.	All pupils can access and engage within all lessons and activities.	✔	✔	✔		✔		JP	School Teaching and Learning Policy **Evidence** Monitoring Records

Ensure that all children from protected groups have equal access to the full range of opportunities offered by the school.	Differentiation of lessons where applicable. Use advice from school multi-cultural development service to support children with English as an Additional Language.	All pupils can access and engage within all lessons and activities.	✔	✔	✔		✔		JP	School's 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	SEND	Gender	Religion	Pregnancy/ Maternity	Sexual Orientation	Gender Reassignment	Lead person	Link to School Development Plan, Policy or Other Documentation
To develop children's understanding of the value of diversity in British society	To promote British Values throughout the school context. 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.	✔	✔	✔		✔	✔	JP	SDP and SEF Curriculum Map British Values Cross-Reference Document **Evidence** Monitoring and pupil voice – Children's understanding of British Values

To develop children's awareness of ethnic diversity of UK and to challenge stereotypes within world.	Islam to be taught as discrete unit within RE for KS2 within the SACRE Curriculum planning ensures teaching on modern countries within Asia and Africa. (e.g. Egypt, Uganda, etc.) City visit in Y5/6 (alternate years) to include visit to inner-city school which reflects greater ethnic diversity.	Children have greater understanding about ethnic diversity within UK Children have greater appreciation of similarities within modern cities around the world. Visit to inner city school by the end of KS2.	✔	✔	✔		✔	✔	JP	SDP and SEF PSHE and Personal Development Subject Overview R.E SACRE **Evidence** Monitoring and Pupil Voice – Children's understanding and awareness of cultural diversity
3. To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited.										
Objective	Action	Success Criteria	SEND	Gender	Religion	Pregnancy/ Maternity	Sexual Orientation	Gender Reassignment	Lead person	Link to School Development Plan or policy
Continue to ensure that prejudice related incidents are eliminated from our school.	Clear rules of behaviour (RRS) and clear Values. Monitoring of behaviour records. Opportunities to celebrate diversity.	Behaviour records continues to indicate no prejudice related incidents.	✔	✔	✔	✔	✔	✔	JR/JP	Behaviour Policy Anti-bullying Policy **Evidence** Day-to-day Observations Behaviour Book