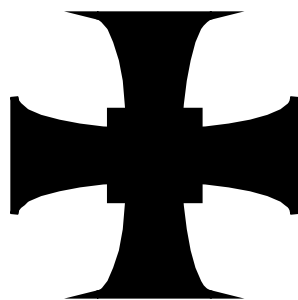


TRINITY SCHOOL CARLISLE



A CHURCH OF ENGLAND ACADEMY

EQUALITY POLICY

Full Governing Body

Reviewed: March 2024

Ratified by the Governing Body: March 2024

Next review: March 2025

School Policy Statement on Equality

At Trinity School we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life.

The achievement of students will be monitored by race, gender and disability and we will use this data to support students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Trinity School we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

This document sets out how students with the following protected characteristics will be protected in our school from harassment and discrimination:

- Disability
- Gender
- Race
- Religion and Belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity

This policy extends, however, to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. students from low income families), Children Looked After and those with Child Protection plans. This policy also links with other Statutory Policies and Guidance we are required to have in place.

As well as delivering high quality services to our students, the school is also committed to being a good employer and as such this policy outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to being fully inclusive of all community users, including parents and carers. As such, our policy therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:

- Age;
- Being married or in a civil partnership.

1. Aims of the Equality Policy

- To articulate this school's commitment to equality which permeates all school policies and practices;
- To ensure that everyone who belongs to, or comes into contact with, our school community is treated fairly and with respect;
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation;
- To comply with statutory duties under equalities legislation.

This Equality Policy is our school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010. The policy sets out how we will:

- eliminate discrimination;
- eliminate harassment or victimisation related to any aspect of social identity or diversity;

- advance equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- foster good relations between people who share a protected characteristic and people who do not;
- take proportionate action to address the disadvantage faced by particular group of students.

2. Planning to Eliminate Discrimination and Promote Equality of Opportunity

This policy is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. An Action Plan linked to our objectives accompanies this Equality Policy which identifies what we will be doing over the coming year and beyond to make our school more accessible to the whole community, irrespective of background or need.

The Action Plan encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our anticipatory duties to plan ahead for the reasonable adjustments (reasonable and proportionate steps to overcome barriers that may impede some students) we need to make to be best placed to help disabled students who come to our school. The plan is reviewed annually and progress towards the equality objectives within it is reported on regularly to the Governing Body.

3. Roles and Responsibilities for Implementing the Equality Policy

The Governing Body will:

- ensure that the school complies with all relevant equalities legislation;
- draw up, publish and implement the school's equality objectives;
- support the Headteacher in implementing any actions necessary;
- ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender, disability, faith/religion, age, gender reassignment etc.
- take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and students;
- ensure that no child is discriminated against whilst in our school on account of their race, sexuality, gender, disability, faith/religion etc;
- evaluate and review the policy every three years;
- evaluate the objectives and action plan yearly.

The Headteacher will:

- ensure that staff and parents are informed about the Equality Policy;
- ensure that the policy is implemented effectively;
- manage any day to day issues arising from the policy whether for students, for the school as an employer or for the local community;
- ensure staff have access to training which helps to implement the policy;
- monitor the policy and report to the Governing Body at least annually, on the effectiveness of the policy, objectives and Action Plan;
- provide appropriate support and monitoring for all students and for specific and targeted students to whom the policy has direct relevance, with assistance from relevant agencies;
- ensure that all appointments panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promote the principle of equal opportunity when developing the curriculum, and promote

- respect for other people and equal opportunities to participate in all aspects of school life;
- treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist and homophobic incidents, with due seriousness;
- ensure the fair operation of the Admissions Policy.

All Staff will:

- accept that this is a whole school issue and support the Equality Policy;
- be aware of the Equality Policy and how it relates to them;
- keep themselves up-to-date with relevant legislation and attend training and information events organised by the school;
- make known any training requirements to the Deputy Headteacher responsible for CPD;
- ensure that all students are treated fairly, equally and with respect;
- strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images;
- ensure that students from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with students, staff, parents, and the wider community;
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- report incidents of racism, harassment or other forms of discrimination through the pastoral system;
- be aware that students of the school need to be taught about equality, and that this extends into all parts of school life.

Students will:

- be expected to act in accordance with any relevant part of the policy;
- experience a curriculum and environment which is respectful of diversity and difference and which prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents.

4. Links to Other Policies

Trinity School's Equality Policy has direct links with the following Policies and Procedures which we are required to have in place:

- Expectations for Learning Behaviour Policy
- Anti-Bullying (Peer on Peer Abuse) Policy
- Suspension and Permanent Exclusion Policy
- Recruitment Procedures
- E-Safety Policy/Acceptable Use
- Teaching Outside the Classroom and Visits Policy
- Accessibility Plan
- Health & Safety Policy
- Admissions Policy
- Whistleblowing Policy

5. How we have due regard for the Public Sector Equality Duty

Staffing and Employment

Trinity School complies fully with legislation which protects all our staff and other adults working in the school from discrimination based on the protected characteristics. To do this we:

- ensure that our staff are trained to help them understand their equality duties and/or the differing needs of protected groups within our school community and have mechanisms in place to identify areas for development;
- make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled;
- monitor recruitment and retention;
- invest in continued professional development opportunities for all staff;
- make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society;
- do not enquire about the health of an applicant unless the questions are specifically related to an intrinsic function of the work – for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties;
- ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

Students' Attainment and Progress

Trinity School expects the highest possible standards. Staff have high expectations of all students and continually challenge them to reach higher standards. The school recognises and values all forms of achievement. We monitor and analyse student performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified are addressed through targeted curriculum planning, teaching and support.

Curriculum Development and Delivery

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this we:

- have students at the heart of all we do;
- ensure that equitable access to the curriculum is available to all students;
- monitor achievement data to include sex, age, vulnerable groups such as looked after children and then action any gaps;
- encourage students to become independent and assist them in taking responsibility for their own learning and behaviour;
- take account of the achievement of all students when planning for future learning and setting challenging targets;
- ensure equality of access for all students and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve parents and carers in supporting their child's education;
- encourage classroom discussion of equality issues which reflect on social stereotypes, expectations and their impact on learning.

Student Welfare and Pastoral Care

We aim to promote the health, safety and welfare of all the children and staff providing a caring and supportive pastoral system that takes account of their needs. To do this we:

- develop and continually review a Health and Safety Policy;
- expect all staff working in the school to foster a positive atmosphere of mutual respect and trust among students from all ethnic groups and range of abilities;

- challenge stereotypes and foster students' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities;
- take account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of all students, throughout our pastoral support;
- provide appropriate support for students learning English as an additional language and encourage students to use their home and community languages to enhance their learning;
- give appropriate support (using external agencies where required) to victims of harassment and bullying. The perpetrators are dealt with in line with the Whole School's Expectations for Learning Behaviour Policy and are provided with relevant support to consider and modify their behaviour;
- ensure that students who are pregnant or have recently had a baby are supported and have access to education;
- ensure that appropriate and discreet facilities are available for those students who require personal or intimate care in order to protect their dignity and foster respect for their individual needs;
- ensure that staff are empowered to raise any concerns with the Senior Leadership Team relating to their health, safety and welfare by promoting an open door policy;
- expect work experience providers to demonstrate their commitment to equality, including disability, gender, race, faith/religion, gender reassignment etc.

The Quality of Provision: Curriculum and Other Activities

We aim to provide an appropriate curriculum for students of all backgrounds. To do this we monitor and evaluate its effectiveness through target setting and analysis of achievement. We develop and continuously monitor a curriculum which builds on students' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls;
- students learning English as an additional language;
- students from minority ethnic groups, including Gypsies and Travellers;
- students who are gifted and talented;
- students who are pregnant or who have recently given birth;
- students who are undergoing gender reassignment;
- students with special educational needs;
- students with a disability;
- students who are looked after by the Local Authority;
- students who are at a risk of disaffection and exclusion (suspension);
- lesbian, gay or questioning young people;
- students who are the subject of child protection plans.

We also work to:

- ensure that each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all students;
- deliver a curriculum which reflects and values diversity and encourages students to explore bias and to challenge prejudice and stereotypes;
- ensure extra-curricular activities and special events, for example school performances, cater for the interests and capabilities of all students;
- ensure educational visits and excursions take account of the abilities of all students;

Behaviour and Attendance

Trinity School expects high standards of behaviour from all students and from all staff and others who are working within or connected with the school. Through our school ethos and curriculum we want our students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses. In order to ensure that the Whole School Expectations for Learning Behaviour Policy and associated policies are equitable we:

- have procedures for managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of behaviour for learning;
- recognise that cultural background, disability and communication needs may affect behaviour and take this into account when dealing with incidents of poor behaviour;
- recognise that hate incidents or prejudice based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. We will take action to prevent, challenge and eliminate any such behaviour;
- have clear procedures in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies;
- adults in school take care to lead through example, demonstrating high expectations of all students;
- will take steps to ensure that students, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable;
- have strategies in place to reintegrate long-term non-attenders and excluded students, which address the needs of all students;
- ensure that families are aware of their rights and responsibilities in relation to student attendance and absence and that cases are always followed up in a way that takes account of cultural issues or matters relating to a child's disability;
- make provision for leave of absence for religious observance, for staff as well as students;
- monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of students;
- will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital or not well enough to attend school on a regular basis;
- expect full-time attendance of Traveller and Gypsy students whilst they are on the roll of the school;
- have a multi-agency approach to students' attendance and behaviour;
- provide appropriate training to work with students who experience behavioural crisis.

Partnership with Parents, Carers and the Wider Community

Trinity School has established good links with parents and carers, and with our local and wider community. We aim to involve as many as possible whilst recognising issues of sensitivity in relation to the different protected characteristics. In order to do this we:

- take into account the preferred means of communication for parents, carers and others, for example translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country;
- monitor parental involvement and have strategies to raise participation of underrepresented groups of parents and sections of the community;
- information and meetings for parents are made accessible for all;
- progress reports to parents/carers are clearly written and free from jargon to encourage

- parents to participate in their child's education;
- parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when a special educational need is identified;
- work in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference;
- ensure that the school's premises, grounds and facilities are equally available and accessible for use by all groups within the community;
- take into account parents' own learning needs.

Leadership and Management

Trinity School has a clear Admissions Policy and procedures which are in line with those issued by Cumberland Council. Our aim is to ensure that our admission process is fair and equitable to all students. We will also ensure that our employment practices reflect equality and diversity. To do this we will:

- ensure our educational and social provision is inclusive not exclusive;
- work with positive approaches to challenges and successes;
- admit students with already identified special educational needs. Students with statements of special educational needs or Education Health Care Plans will always be admitted unless, through the statutory assessment process, it is demonstrated that the student's inclusion would be incompatible with the efficient education of other children;
- gather comprehensive information about students' ethnicity, first language, religion, physical needs, diet etc. via the admissions process;
- adhere to recruitment and selection procedures which are fair, equitable and in line with statutory duties;
- ensure that everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it;
- ensure that staff training continually highlights equality issues;
- recognise and value the skills of all staff, including support and part-time staff. All staff are given status and support and are encouraged to share their knowledge;
- ensure that resources and displays in our school reflect the experience and backgrounds of students, promote diversity and challenge stereotypes.

Admissions and Suspensions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions (suspensions) will always be based on the School's Suspension and Permanent Exclusion Policy. We will closely monitor exclusions (suspensions) to avoid any potential adverse impact and ensure any discrepancies are identified and action taken to eliminate these. In addition, we:

- monitor exclusions (suspensions) by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of students;
- ensure that exclusion (suspension) is the last possible choice;
- ensure that alternative educational provision is in place for any student who is excluded (suspended);
- take all reasonable steps to prevent the exclusion (suspension) of a student for a reason related to any disability they may have;
- have at the heart of any decision made on admissions or exclusions (suspensions) what will it do for the student, their family and the rest of the school community.

Publishing Information: Understanding our School Community

It is our understanding that we must publish information in relation to our school community and by protected characteristic. However, in doing so the Data Protection Act 1998 will apply therefore we will not publish information which enables individual students or members of staff to be identified.

School Profile Data

1. Ethnicity

	F	M	Total
Any other Asian background	0.22	0.22	0.44
Any other White background	1.02	2.63	3.65
Any other ethnic group	0.15	0.07	0.22
Any other mixed background	0.15	0.36	0.51
Bangladeshi	0.00	0.22	0.22
Black – African	0.22	0.44	0.66
Chinese	0.29	0.07	0.36
Gypsy	0.07	0.00	0.07
Indian	0.22	0.22	0.44
Information Not Yet Obtained	0.07	0.15	0.22
Pakistani	0.07	0.07	0.15
Refused	7.59	8.76	16.35
White – British	37.15	37.74	74.89
White – Irish	0.00	0.22	0.22
White and Asian	0.95	0.22	1.17
White and Black African	0.29	0.15	0.44
Total	48.47	51.53	100.00

2. Profile of Disadvantaged Group

Year	No. of Pupil Premium Students	Percentage of Pupil Premium Students per year group	No. of Looked After Children	Percentage of Looked After Children per year group	Total No. of Students in Year Group
7	69	24.73	2	0.72	279
8	60	21.43	3	1.07	280
9	69	25.50	1	0.37	271
10	58	21.48	1	0.37	270
11	45	16.67	1	0.37	270

The information below includes students in Years 12 and 13.

15 students with statutory intervention (LAC, CIN, SW attached)
 32 students with Early Help
 72 students with EHCP

3. Profile of SEND group

There are 304 SEND support students and 72 of the students have EHCPs.

Equality Objectives and Action Plan 2024 to 2026

Objectives	Action	Success Criteria
The school will continue to work to ensure that the attendance and achievement of vulnerable groups, including those in receipt of Pupil Premium, and students with SEND, moves more closely in line with other students.	Monitor and analyse student achievement by disadvantage and act on any trends or patterns in the data that require additional support for students to improve outcomes.	Achievement of vulnerable groups and those in receipt of Pupil Premium moves closer to other students.
The school will ensure that it makes reasonable adjustments so that students with disabilities can have access to the common areas.	Continued careful planning for admission of students with disabilities.	Students with disabilities access the curriculum and our wider provision successfully and make good progress. Positive feedback from students and parents.
To make sure that the school provides a safe environment for all students regardless of sexual orientation or gender variance and that all examples of discrimination are challenged vigorously.	Increase focus on tolerance of diversity through assemblies and Personal Development sessions. Use of display to challenge stereotypes. Focused monitoring of types of bullying with regular analysis of results. Regular updates to training for staff on gender variance. Reasonable adjustments to the school environment, for example signage.	Student voice reports that all students feel safe in school, whether they share a protected characteristic or not. Reduction in the number of bullying logs of a discriminatory nature.
The school will ensure that EAL students are fully supported in, not only their integration into school life but also with their academic progress.	Increase CPD opportunities for staff to enhance provision for EAL students and ensure communication with pastoral and academic teams is thorough when deciding on ability and pastoral groupings.	Maintain the current positive attainment 8 profile of students at Trinity at GCSE and beyond.