



Equality and Diversity Policy

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Appendix A – Equality Objectives

1. Definition:

Trinity All Saints CE Primary School has adopted the Equalities Review 2007 definition of an equal society which strengthens our approach to equality and diversity. The definition is:

'An equal society protects and promotes equal, real freedom and substantive opportunity to live in the ways people value and would choose, so that everyone can flourish.'

'An equal society recognises different people's different needs, situations and goals and removes the barriers that limit what people can do and can be'

2 Introduction

This policy covers the provisions of the Equality Act which became law in October 2010. As an employer, our obligations remain largely the same. The Act harmonises and replaces previous legislation (such as the Race Relations Act 1976 and the Disability Discrimination Act 1995) and ensures consistency to make the workplace a fair environment and to comply with the law.

3 Application of the Policy

Intent

At Trinity All Saints CE Primary School we aim to support pupils to grow into the best versions of themselves through celebrating diversity and difference. Pupils will learn the necessary skills to grow into a valued member of any community through shared worship, our Christian values, our broad and balanced curriculum including PSHE lessons, a restorative practice approach to behaviour and a learning environment that is supportive and child centred.

Trinity All Saints CE Primary School is committed to providing equality of opportunity for all in line with the protected characteristics of the Equality Act 2010. These are:

- Age
- Disability
- Race or racial group (including colour, nationality and ethnic origin or national origins)
- Religion or belief
- Sex
- Marriage and Civil Partnership
- Gender reassignment
- Pregnancy and maternity
- Sexual orientation

Our aims are to promote equality of opportunity for all in line with the Public Sector Equality Duty, in line with Equality Act 2014 (Section 149):

- Complying with its legal obligation
- All our existing and potential service users are treated with dignity and respect
- Our partnership and contract arrangements promote equality of opportunity
- We will work with and between communities to help develop and strengthen relationships
- Our workforce will be reflective of all sections of society
- Ensuring that both existing staff and pupils, as well as those who seek to apply to work or study with us, are treated fairly and that individuals are judged solely on merit and by reference to their skills, abilities, qualifications, aptitude and potential
- This policy will form part of the Induction Pack for new staff and service providers.

Implementation

The policy will apply to all staff employed by the Governing Body of the school.

The policy will also apply to all Governors, volunteers, service providers, job applicants, student placements, trainees and people holding honorary contracts with the school.

In the implementation of this policy the school will aim to:

- develop and promote a culture of equality and diversity throughout the school;
- develop and promote a culture of dignity, courtesy and respect;
- support all staff and pupils, including provision of relevant support relating to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.
- work to prevent all forms of unlawful discrimination;
- deal with all forms of discrimination consistently and effectively;
- ensure that the Equality and Diversity policy influences and informs the culture of the school including the employment policies adopted and implemented by the school.

Impact

The school is committed to providing an environment free from discrimination, bullying, harassment and victimisation where all members of its community are treated with respect and dignity. The school aims to create a culture of diversity within its community, providing a dynamic working and learning environment, where all members are valued for their contribution.

Our aim is to ensure that these commitments, reinforced by our values, are embedded in our day to day working practices with the school community.

Definitions

Direct discrimination

Direct Discrimination occurs when an individual receives less favourable treatment than another person in similar circumstances. This includes discrimination based on factual information, or the perception or assumptions relating to any of the above categories.

Some examples of direct discrimination include:

- Failure to short-list any BME applicants even though they meet the relevant criteria.
- Refusing a woman, a promotion because you are concerned that she might want to take time off to start a family in the future.
- Choosing not to give a female teacher a pay rise because she is pregnant
- Unfavourable treatment of an individual because they are suffering from cancer or are HIV positive.

Indirect discrimination

Indirect discrimination occurs when there's a practice, policy or rule which applies to everyone in the same way, places a group who share a characteristic at a particular disadvantage. Some examples of indirect discrimination include:

- Stipulating that people must speak clear fluent English where the job does not require verbal communication.
- Refusal to consider part time working hours.

Discrimination by association

Associative discrimination occurs when someone discriminates against someone because they associate with another person who possesses a protected characteristic.

- Unfavourable treatment because a person has homosexual friends or relations or because a person is married to someone of a particular religion.

Genuine occupational requirements

Indirect discrimination may on rare occasions be justifiable by law if it relates to a specific requirement of a job where race, sexual orientation, religion, belief or gender is a genuine occupational requirement for the job. For example, an advertisement for the post of Head Teacher at a Catholic school could reasonably state that candidates must be practicing Catholics.

If such a requirement cannot be justified by an organisation, it may be deemed unlawful. An employment tribunal may deem a finding of unlawful discrimination even though an employer has no intention to discriminate.

Recruitment and Selection

- Recruitment advertising will encourage applications from all sectors of the community reflecting the school's commitment to equality and diversity;
- Recruitment advertising will appear in publications appropriate to the audience capable of producing the best candidates
- Job descriptions, person specifications and recruitment advertisements will be written on the basis of the essential and justifiable requirements of the position;
- Shortlisting, appointment and rejection decisions will be transparent and justifiable and will be supported by written comments.

Staff Development

- All staff will have equal access to induction, personal and career development opportunities and facilities.

Appraisal

- Probation and appraisal procedures will be clear and transparent and will be applied fairly across all staff.
- Pay decisions will be in line with the Pay Policy and decisions made will be applied fairly across all Teaching staff including those on maternity leave. Guidance can be sought from the DfE recent guidance: [Implementing your Schools approach to pay](#).

Disciplinary and Grievance

- Disciplinary and grievance procedures will be applied fairly and transparently for all staff;
- Allegations of discrimination, harassment or inappropriate behaviour will be dealt with under the appropriate disciplinary procedures for staff.

4. Roles and Responsibilities

We all have a right to be treated fairly and with dignity and respect. Everyone has a responsibility for working together to promote a harmonious environment which eliminates discrimination and harassment.

Role of the Governing Body

- The Governing Body has responsibility for ensuring all the school policies promote and sustain equality and diversity in employment practices and the in the provision of the service.
- The Governing Body will ensure there are effective policies in place for managing recruitment and selection, appraisal, bullying and harassment and grievances and complaints.

Role of the Headteacher

- To promote equality and diversity throughout the school and ensure that colleagues are aware of their responsibilities and expectations with regard to their conduct. They will recognise the need for continuous professional development on issues of equality and diversity.
- To ensure that all customs and practices within the school adhere to the principles stated within this policy
- To ensure that links with the Local Authority are maintained to keep up to date with current legislation and developments with regard to equality and diversity issues.
- To ensure that this policy is implemented effectively and that any contravention will be dealt with under the school's grievance and bullying and harassment policy, disciplinary policy and complaints policy as

appropriate.

- Ensure staff know how to report discrimination, bullying and harassment and ensuring that reporting incident do not result in victimisation.
- Effectively manage and deal promptly with investigating issues relating to potential discrimination including complaints against employees.

Role of line manager

- Set a good example by treating all members of the school with dignity and respect
- Address unacceptable behaviour and ensuring that all staff act in accordance with the equality and diversity policy providing necessary support and direction,
- Deal with complaints fairly, thoroughly, quickly and confidentially
- Ensure that due consideration is given to equality and diversity within their sphere of influence.

Role of employee

- Every employee, irrespective of their job or position within the school, has an individual responsibility to treat others in a fair and non-judgemental manner and to promote positive attitudes and relationships.
- Not harass, abuse, intimidate others and victimise anyone as a result of them having complained about, reported or provided evidence of discrimination
- Individual employees will be held accountable for their actions if they contravene the school's commitment to act as an equal opportunities employer and service provider. Any employee found guilty of unlawful discrimination or harassment will be subject to disciplinary action, including where appropriate, dismissal for gross misconduct.

5. Review

This policy will be subject to review in line with changes in employment law and related policies and procedures.

6. Complaints

Any cases of harassment, discrimination, bullying or victimisation will be taken very seriously by the school. Staff who make a complaint of discrimination have the right to do so without fear of victimisation and the school will make every effort to ensure victimisation does not occur and that complaints are dealt with promptly and fairly.

Where an individual feels that they have been treated unfairly in accordance with this policy, they have the right of complaint through the appropriate procedures:

- Where an individual employed by the school feels they have been discriminated against by an employee, manager or governor of the school, they should refer to the school's Grievance and Bullying and Harassment Policy
- Where an individual is not employed by the school feels that they have been discriminated against by an employee, manager or governor of the school, they should refer to the School's Complaint Policy.

In both cases, schools should seek advice from HR Schools Team.

Approved: July 2025

Review Period: Every 4 years

Review Date: July 2029

Signed..... (Headteacher)

Signed..... (Chair of Governors)

Appendix A – Equality Objectives

Objective 1: We will create a respectful culture where everyone feels safe and valued regardless of background or protected characteristics; our community will celebrate diversity and difference whilst challenging prejudice and stereotypes.

Key Performance Indicators (KPIs):

- **Pupil Voice Survey Results:**
 - **KPI:** Consistently high scores on pupil surveys indicating they feel safe, valued, and respected by peers and staff.
 - **KPI:** Consistently high scores on pupil surveys indicating they feel their background and characteristics are celebrated.
- **Staff and Parent Survey Results:**
 - **KPI:** Consistently high scores on staff and parent surveys indicating a strong perception of a respectful and inclusive school culture.
- **Incidents of Bullying/Discrimination:**
 - **KPI:** A sustained reduction in the number of reported incidents of bullying, discrimination, or prejudice-based language.
 - **KPI:** An increase in the number of reported instances where pupils or staff actively challenge prejudiced behaviour.
- **Diversity & Inclusion Curriculum Coverage:**
 - **KPI:** All year groups consistently dedicate curriculum time (e.g., PSHE, assemblies, specific lessons) to covering topics of diversity, equality, and challenging stereotypes throughout the academic year.
- **Participation in Diversity Events:**
 - **KPI:** Increased pupil and parent participation rates in school-led diversity celebration events (e.g., cultural days, Black History Month activities).
- **Staff Training on Equality & Diversity:**
 - **KPI:** All staff consistently have opportunities to take part reflective conversations or CPD centred on equality and diversity.

Objective 2: We will make adaptations to ensure the school environment, the curriculum and wider opportunities are welcoming and accessible for all pupils, staff and visitors to the school, leading to our school being fully inclusive and a place where everyone can grow into the best version of themselves.

Key Performance Indicators (KPIs):

- **Accessibility Audit Compliance:**
 - **KPI:** Regular completion of accessibility audits of the physical school environment by school and CLT site staff, demonstrating high compliance with identified accessibility standards and recommendations.
 - **KPI:** Consistent implementation of recommended physical adaptations within a reasonable timeframe following identification.
- **Curriculum Adaptations & Differentiation:**
 - **KPI:** All lesson plans consistently demonstrate evidence of differentiation and adaptations for pupils with Special Educational Needs and Disabilities (SEND) and other diverse learning needs.
 - **KPI:** A continuous reduction in the attainment gap between pupils with SEND and their peers across core subjects.
- **Participation in Wider Opportunities:**
 - **KPI:** Increased participation rates in extracurricular clubs and activities for pupils from disadvantaged backgrounds and those with SEND.
 - **KPI:** All school trips and enrichment activities are consistently accessible to all pupils, with specific adaptations planned and documented for all pupils requiring them.
- **Feedback on Accessibility:**

- **KPI:** Consistently high satisfaction ratings from parents/carers of pupils with SEND regarding the accessibility and inclusivity of the school environment and provision.
- **KPI:** Consistent implementation of actionable suggestions received from staff, pupils, and visitors regarding improvements to school accessibility.
- **Staff Training on Inclusive Practices:**
 - **KPI:** High attendance by teaching staff at professional development sessions focused on inclusive teaching strategies and curriculum adaptations.

Objective 3: We will have high aspirations to improve attendance and punctuality of all our pupils, especially those who are disadvantaged, employing strategies to engage and support our families.

Key Performance Indicators (KPIs):

- **Overall Pupil Attendance:**
 - **KPI:** A consistently high overall school attendance rate.
- **Disadvantaged Pupil Attendance:**
 - **KPI:** A continuous reduction in the attendance gap between disadvantaged pupils and their non-disadvantaged peers.
 - **KPI:** A sustained increase in the attendance rate for disadvantaged pupils.
- **Overall Pupil Punctuality:**
 - **KPI:** A sustained reduction in the number of late marks across the school.
- **Disadvantaged Pupil Punctuality:**
 - **KPI:** A sustained reduction in the number of late marks for disadvantaged pupils.
- **Family Engagement Strategies:**
 - **KPI:** Increased positive family engagements (e.g., home visits, support meetings, workshops) for families of pupils with persistent absence or punctuality issues.
 - **KPI:** A high success rate in implementing agreed-upon support plans for families identified as needing attendance/punctuality intervention.
- **Persistent Absence Rate:**
 - **KPI:** A continuous reduction in the overall persistent absence rate

KPI: A continuous reduction in the persistent absence rate for disadvantaged pupils.