

HOLY TRINITY CE PRIMARY SCHOOL

Strength for today,

Bright hope for tomorrow

Equality information and objectives statement



This Review: July 2023

Next Review: July 2024

Equality information updated & published: Annually

Objectives reviewed: At least every 4 years

HOLY TRINITY C OF E PRIMARY SCHOOL, NW3

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Our Vision

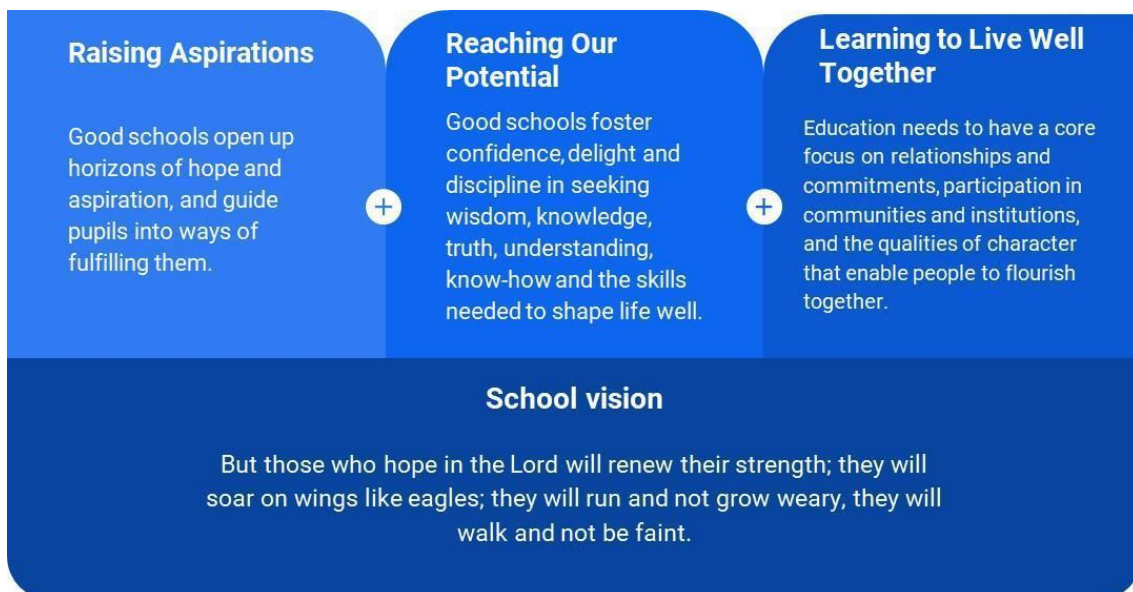
Isaiah 40: 31

Those who have hope in the Lord will renew their strength.
They will soar on wings like eagles;
They will run and not grow weary,
They will walk and not be faint.

Our school vision is rooted in the book of Isaiah chapter 40 verse 31 which tells us that those who have hope in the Lord will renew their strength.

Our hope in God leads us to have high aspirations for our learning community. We value the uniqueness of each child, made in the image of God, and seek to provide a holistic, enriched curriculum and pastoral care, empowering everyone with the strength, knowledge and wisdom to succeed and flourish.

The diagram shows how our vision is linked to the Church of England's Vision for Education. Learning to Live Well Together is taken directly from the text of this document and it is our ultimate aim that all of our children will be able to achieve this goal.



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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

• 2. Legislation and guidance

- This document meets the requirements under the following legislation:
- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives
- This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and **that the objectives are reviewed and updated at least every 4 years**

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head of school.

The head of school will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training on a regular basis.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. relaxing uniform for pupils with acute sensory difficulties)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)
- In fulfilling this aspect of the duty, the school will:
- Collect attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups, where requested
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas
- Holding workshops or assemblies dealing with relevant issues.
- Working with our local community. This includes organising school trips and activities based around the local community e.g. visiting a variety of places of worship.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

Objective 1

To bring boys' attainment broadly in line with girls' attainment.

Why we have chosen this objective:

2022-23 data (latest data available) showed that boys' attainment was below that of girls' in all learning areas apart from maths.

To achieve this objective we plan to:

Reception:

- Identify why individual boys are not reaching the expected level of development in each specific area of learning e.g. multiple vulnerabilities
- Plan to address the needs identified e.g. more structured activities designed to improve boys' fine motor skills
- Monitor progress of boys in comparison to girls during termly data drops and amend provision to close gaps.
- Put provision in place that enables boys to 'catch up' e.g. greater focus on fine motor skills/dedicated time on the timetable

- Proceeding Year Groups
- Identify why individual boys not reaching the expected standard in reading, writing and maths
- Plan to address the needs identified e.g. modes of delivery, task types
- Monitor progress of boys in comparison to girls during termly data drops and amend provision to close gaps.

Objective 2

To challenge gender stereo-types that impact on boys/girls enthusiasm for parts of the curriculum or potentially limits their future career aspirations

Why we have chosen this objective:

Pupil voice suggested that pupils had developed stereo-typed ideas around curriculum subjects and possible careers. This was impacting on their enjoyment of and participation in different parts of the curriculum e.g. boys felt that the arts were not for them

To achieve this objective we plan to:

- Continue to challenge stereo-types in a variety of ways:
- Ensure that variety of male and female role models are present across the curriculum
- Ensure pupils understand the historic reasons why role models from either gender may be harder to find
- Bringing pupils into contact with professionals from a range of aspirational professions e.g. female STEM ambassadors & scientists, male dancers at London Contemporary Dance School
- Monitor participation of boys and girls in playground games, afterschool activities and residential trips

Objective 3

Improve the attendance of pupils either currently or formerly on the safeguarding register

Why we have chosen this objective:

Attendance of some pupils on safeguarding remains poor even after prolonged intervention from social services.

To achieve this objective we plan to:

- Monitor the attendance of pupils in this category closely
- Liaise with parents and other professionals to make effective plans to improve attendance

Objective 4

To improve the ability of vulnerable boys to self-regulate

Why we have chosen this objective:

Pupil voice has shown that unregulated vulnerable pupils are impacting on other pupils' ability to learn and their sense of safety

To achieve this objective we plan to:

- Ensure that all staff are trained to support pupils in crisis
- Monitor patterns in the behavior of identified pupils to identify potential triggers e.g. ABC charts
- Ensure that all pupils in this groups have a behavior support plan (BSP in place
- Monitor the effectiveness of intervention programs designed to develop self-regulation, including the work of the Pastoral Support Worker
- Seek advice from external agencies where the schools provision is not having the intended impact
- Help pupils to understand the difference between a pupil whose needs may impact on their ability to regulate and someone being 'naughty'

9. Monitoring arrangements

- The Head of School will update the equality information we publish every year.
- This document will be reviewed by governing board at least every 4 years.
- This document will be approved by governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND Policy