



## Holy Trinity C of E Primary Academy

### Vision Statement

Inspired by and rooted in Christian values and teachings, Holy Trinity CE Primary Academy will provide a caring, sharing environment which affirms the unique importance of each individual. The school will enable everyone to develop their skills, abilities and talents so that all are equipped to take their place as responsible citizens of the world.

<b>POLICY DOCUMENT</b>	<b>EQUALITIES Act 2000 Policy, Equalities information and objectives &amp; Accessibility Plan</b>
<b>Status</b>	Statutory Plans
<b>Legislation</b>	Equalities Act 2010
<b>Lead Member of Staff</b>	Trew Mehaffy
<b>Lead Governor (Monitoring)</b>	Jeremy Shatford
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<b>Chair of Governing Body signature</b>	
<b>Supporting documents</b>	

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## 1 Description of the school:

- 1.1 Holy Trinity is a smaller than average school that includes pupils from the local villages but also an equal number who are transported in from a wider area. The number of pupils with learning difficulties and/or disabilities is smaller than the national average. A small minority of pupils are from service families. There are a small number of minority ethnic pupils, although none with English as an Additional Language<sup>1</sup>.
- 1.2 Data has been considered in compiling this policy/plan and is included as appendices. Data shown is drawn from Wiltshire as a whole, school population data where not specified or shown as insignificant, is due to individuals being identifiable. This would result in breaching the data protection act and our safeguarding policy.

## 2 Background

- 2.1 The Equality Act 2010 has brought together and replaced the major pieces of Equal Opportunities legislation as well as bringing together around 100 other instruments within a single Act. The act replaced previous anti-discrimination laws with a single act to make the law simpler and to remove inconsistencies. This makes the law easier for people to understand and comply with. The act also strengthened protection in some situations.
- 2.2 The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

- 2.3 The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and which extends to all protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to **have due regard to the need to:**

- Eliminate discrimination and other conduct that is prohibited by the Act,
- 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.

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1.1 <sup>1</sup> Ofsted Report

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- 2.4 The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person.
- 2.5 The act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations (such as private clubs).
- 2.6 The Equality Act 2010 (Specific Duties) Regulations 2011 came into force on 10 September 2011. These regulations are to promote the better performance of the equality duty by requiring those public authorities to publish:
- Equality objectives, at least every four years
  - Information to demonstrate their compliance with the equality duty, at least annually
- 2.7 Holy Trinity CE Primary Academy is a public body and falls within 'schedule 2' of the specific duties regulations. So is required to publish both our information and equality objectives by 6 April 2012.
- 2.8 The governing body acknowledges that we have flexibility in deciding what information to publish, and will be held to account by the people we serve. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, <sup>2</sup>faith, 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 able to participate fully in school life.

### **3 Statement of intent**

- 3.1 The Governing Body of Holy Trinity CE Primary Academy is committed to equality for all in the appointment, development, training and promotion of staff, and in all dealings with pupils and parents of the school. The Governing Body recognise the value of a diverse and inclusive workforce. The Governing Body and managers of the school will operate at all times within the requirements of anti-discrimination legislation and will promote equality positively in its staffing decisions. All decisions including advertising of vacancies, shortlisting, selection, induction, appraisal, training, development, promotion, terms and conditions of employment, dismissal and pay will be based on an objective and fair assessment of need. The only personal characteristics to be taken into account will be those which are necessary for the requirements and proper performance of the work involved. There will be no generalised concepts or assumptions about the characteristics of particular groups. All staff will have a right, through the agreed procedures, to challenge any decision or action which they believe to be in breach of these principles. Any member of staff who knowingly contravenes the policy may face disciplinary action.

### **4 Mainstreaming equality into policy and practice**

- 4.1 As well as the specific actions set out beneath this plan; the school operates equality of opportunity in its day to day practice in the following ways.

### **5 Teaching and learning**

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

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<sup>2</sup> As a faith Academy we may lawfully discriminate in favour of faith where we can show it is an occupational requirement and it is objectively justified.

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils 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 pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning; including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

## **6 Admissions and exclusions**

- 6.1 Holy Trinity CE Primary Academy as a faith school, has certain exceptions to the religion or belief provisions, this allow them to discriminate because of religion or belief in relation to admissions and in access to any benefit, facility or service.
- 6.2 As a faith school, organizing visits for pupils to sites of particular interest to its own faith, such as a cathedral, is not discriminating unlawfully by not arranging trips to sites of significance to the faiths of other pupils.
- 6.3 The governing body may give priority in admissions to members of the Christian Religion. The Admissions Code provides that this may only be done when a school is oversubscribed schools subject to the Code are not permitted to refuse admission to pupils not of their faith if they have unfilled places.
- 6.4 Our admissions arrangements are fair and transparent, and do not discriminate save for where determined in law, for example the age of pupils.
- 6.5 Exclusions (should they occur) will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

## **7 Employer duties**

- 7.1 As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- 7.2 Due regard is taken of equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.
- 7.3 Actions to ensure this commitment is met include:
  - Monitoring recruitment and retention including bullying and harassment of staff;

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- Continued professional development opportunities for all staff;
- Senior Leadership support to ensure equality of opportunity for all.

## **8 Recruitment of Staff (including ex-offenders)**

8.1 The Equality Act 2010 protects disabled persons and covers areas including:

- application forms
- interview arrangements
- aptitude or proficiency tests
- job offers
- terms of employment, including pay
- promotion, transfer and training opportunities
- dismissal or redundancy
- discipline and grievances

8.2 We will not discriminate against any person because of a disability.

8.3 Wherever possible we will make reasonable adjustments to avoid any person with a disability being put at a disadvantage compared to a non-disabled person.

8.4 We will only make enquires about health on disability where we are able to do so with good reason and within the law.

8.5 We will apply to the Disclosure and Barring Service (DBS) for criminal record checks for all staff that require DBS clearance. We will not discriminate against anyone that has a criminal record save for those who are on the barred list and as such are automatically barred from working in a school. See <https://www.gov.uk/disclosure-barring-service-check/dbs-barred-lists>

## **9 Equality and the law**

9.2 The action plan at the end of this Equality Plan outlines the actions Holy Trinity Primary Academy will take to meet the specific duties.

9.3 This policy and those referenced (but not limited to) in paragraph 19 demonstrate how we meet the general duties.

## **10 Consultation and involvement**

10.1 It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from parent questionnaire, parents' evening, parent-school forum meetings or governors' parent meeting;
- Input from staff surveys or through staff meetings;
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;

- Feedback at governing body meetings;

## **11 The role of governors**

- The governing body at Holy Trinity CE Primary Academy has set out its commitment to equal opportunities in this plan and will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school.
- The governors 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 pupils.
- The governors welcome all applications to join the school.
- The governing body ensures that no child is discriminated against whilst in our school.

## **12 The role of the headteacher**

- It is the headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff is aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures 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.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

## **13 The role of all staff: teaching and non-teaching**

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

## **14 Tackling discrimination**

- 14.1 The Governing Body will consider any acts of victimisation/harassment/bullying related to a person's age, disability, gender reassignment, race, religion or belief, sex or sexual orientation or harassment on any other grounds, as totally unacceptable and outside the ethos and culture of the school. Any such act by a member of staff against any adult or child will be treated as a disciplinary offence, and action taken accordingly. Any such

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act by a child will be dealt with through our behaviour management policy, acts committed by a parent, through our home school agreement.

- 14.2 All staff is expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.
- 14.3 Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body on a termly basis.

## **15 What is a discriminatory incident?**

- 15.1 Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.
- 15.2 A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

## **16 Types of discriminatory incident**

16.1 Types of discriminatory incidents that can occur are:

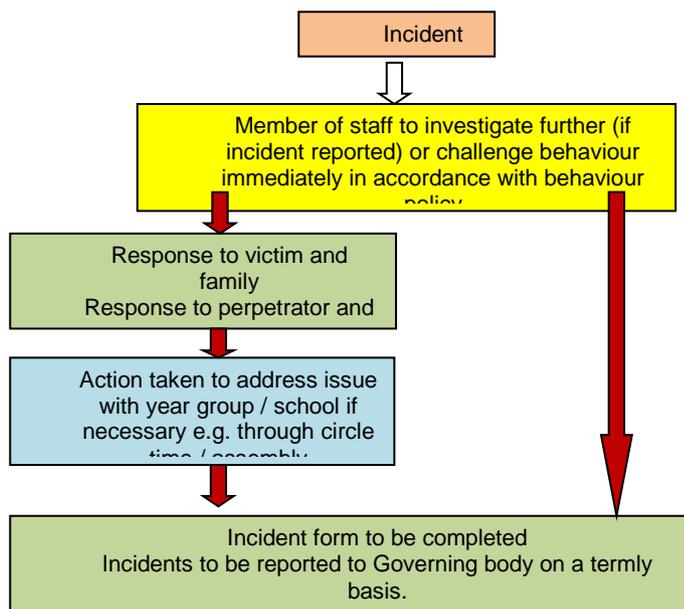
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

## **17 Medical needs & Access to curriculum**

- 17.1 To ensure that those children that have medical needs can access the full curriculum the headteacher will determine (with the parents and other professionals) exactly what support is required and can reasonably be provided.
- 17.2 The headteacher is responsible for making sure that all staff supporting pupils in this category know about and are trained, to provide the support needed by pupils.

## 18 Responding to and reporting incidents

18.1 It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.



## 19 Review of progress and impact

19.1 The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

19.2 We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

## 20 Publishing the plan

20.1 In order to meet the statutory requirements to publish an equalities plan, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

20.2 The governing body will consider and review other information to demonstrate compliance with the equality duty at least annually. This information will normally be key policies relied on and school attainment information.

**21 The policy should be read in conjunction with our school's policies concerning:**

- Behaviour and Discipline (including Anti-Bullying measures)
- Community Cohesion
- Special Educational Needs
- Safeguarding Pupils
- Health and Safety
- PHSE
- School Improvement Plan
- Accessibility Strategy
- Special Education Needs Policy
- Complaints
- Induction
- Confidentiality
- Code of Conduct

## 22 Equality Action Plan

Equality Strand	Action	Monitoring	Responsible Person	Timeframe	Success Indicators
Race Equality Duty	Ensure that procedures are in place for the reporting and recording of ALL racist incidents occurring in school.	Headteacher will report any incidents to the Governing Body at their meetings.	Headteacher	Every meeting of the full governing body.	Number of incidents to remain low.
All	Publication of the academy Equality Plan	Parent governors will be asked to comment on an annual basis	Headteacher	Annually	Plan published on website
All	Ensure that all policies for equality, discrimination and racism are reviewed within a three-year cycle	Timetable for the review will be agreed by the FGB	Headteacher and Chair of Governors	Three-year cycle	Plans reviewed as a starting point to the three-year cycle and all staff and governors aware of their responsibilities, duties and actions with respect to these policies.
Accessibility Plan	With a view to improving accessibility, monitor the degree to which the layout of the school surroundings, teaching styles and the imparting of information make the school compliant with current legislation	This to be included with periodic checks by governors of the premises and teaching to ensure and improve compliance	Headteacher, Staff, governors, members of school council and health & Safety Governor	Staff – once per week Headteacher – termly H&S Governor - Termly FGB – once every three-years	Changes being made as a result of weekly monitoring

Equality Strand	Action	Monitoring	Responsible Person	Timeframe	Success Indicators
All	Maintain the current level of analysis of pupil progress and the outcomes of end of Key Stage assessments with particular reference to those groups at risk of performing less-well than their peers.	Termly pupil progress meetings	Headteacher and leaders of learning	Termly monitoring	Teachers are aware of their responsibility with respect to potential under-performing groups
All	Ensure that all displays in school promote diversity in terms of race, gender and ethnicity etc	Termly learning walks by subject leaders	Subject leads	Termly	Increased diversity recognisable in school displays
All	To ensure that the policy and practice relating to the recruitment, retention and training is inclusive of the diverse needs of the applicants and staff.	Headteacher to report to the Governing Body at their meetings.	Headteacher and leaders of learning and chair of governors	Annually	Improved data collection and analysis on staffing issues. Staff reporting a sense of inclusion.

## 23 Accessibility Action Plan

<b>1. Improving access to the physical environment<sup>i</sup></b>				
<b>Target</b>	<b>Actions</b>	<b>Timescale cost</b>	<b>Responsibility</b>	<b>Outcome</b>
Ensure access onto field now that we have steps from playground	Check that a wheelchair can access the field by travelling along the hedge boundary near the pedestrian gate.	Completed by end summer term 2013 Unknown cost – if adaptations have to be made.	MH and JS	Completed
Improve the “lean to” cloakroom area behind Silbury and Avebury classroom so that all children can exit through those doors safely.	Arrange for bags to be stored safely and away from the doors, make it easy for the floor to be kept clear – refurbish the room.	Completed by end summer 2014  Cost to be established - £1500 estimate?	MH and JS	completed
To provide a covered walk way joining the arts centre to the main school.	Grant to be applied for	Completed by end of summer 2015	MH	

<b>2. Improving access to the curriculum<sup>ii</sup></b>				
<b>Target</b>	<b>Actions</b>	<b>Timescale cost</b>	<b>Responsibility</b>	<b>Outcome</b>
Ensure that dyslexic children have their needs met	Buy new colour overlays. Review the voice recognition software in light of diagnosed dyslexia in the school. Talk to Miles Pilling about new software for dyslexic children.	Completed by summer 2014  Cost –estimate £500	SA and SG	Overlays have been bought and used where appropriate.  DA and MG met with Miles Pilling about new software for dyslexic children and have decided against the purchase.
Ensure that children eligible for pupil premium or those with disabilities can access clubs that would broaden their curriculum and achievements.	Establish a budget to assist disadvantaged families to access extra mural lessons and clubs.	Completed in budget 2015 - 16  Cost - £1000	MH	Will continue to review within the Premium policy.
Ensure that Dyslectic children have their needs met.	To review ways in supporting dyscalculia throughout school Buy in assessment tool.		SG	Tool purchased.

<b>3. Improving access to information<sup>iii</sup></b>				
<b>Target</b>	<b>Actions</b>	<b>Timescale cost</b>	<b>Responsibility</b>	<b>Outcome</b>
Allow approved visitors and children to locate classrooms and resources.	Investigate providing signage in the central area, hall foyer of the school showing each classroom's direction.	Completed by summer 2015  Cost - £200 estimate	MH	On going
To ensure all can hear speakers and receive clear sound within the academy foyer.	Investigate the need for hearing loop. (via parental questionnaire included in school starter pack)	Completed by summer 2016 Cost- estimate less than £500	MH	

<sup>i</sup> (a) increasing the extent to which disabled pupils can participate in the school's curriculum, facilities or services provided or offered by the school,

<sup>ii</sup> (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits,

<sup>iii</sup> (c) Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.