Trinity Road
Primary School
RESPECT • ACHIEVE • BELONG

Equality Information and Objectives

Approved by: Governors	Spring 2024
Last reviewed on:	Spring 2024
Next review due by:	Spring 2028

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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 body** 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 headteacher.

The **headteacher** will:

Promote knowledge and understanding of the equality objectives among staff and pupils.

Monitor success in achieving the objectives and report back to governors.

Lead in ensuring opportunities and awareness for equality are part of the decisions made in leading the school.

All **school staff** will:

Have regard to this document and to work to achieve the objectives as set out in section 8.

Promote knowledge and understanding of the equality objectives among pupils.

4. Our School Demographic - Ethnicity

Our school serves a wide and varied community from the Trinity ward, the Springfield Park Estate and central Chelmsford. Our school demographic has changed considerably over recent years due to changes in the families that are choosing to live and work in the local area, those moving out of London and further into Essex, as well as the conflict in Afghanistan and the war in Ukraine. White British families that are English speaking are still the largest groups within our school, the changes within other groups can be seen below from 2022 to 2024.

Ethnicity	2022-2023	2023-2024
White - British	65%	52.4%
Indian	8.4%	12.9%
White Eastern European	5%	4.5%
White - Other	2.2%	2.2%
Other Asian	1.9%	1.7%

Pakistani	1.6%	1.4%
Afghan	1.3%	0.6%
Bangladeshi	1.3%	2.0%
Black – Nigerian	1.3%	4.2%
White and any other ethnic group	1.3%	0.8%
White & Asian	1.3%	2.0%
White & Black African	1.3%	1.1%
White & Black Caribbean	1.3%	1.1%
Black - Congolese	1%	0.6%
Black Caribbean	1%	0.6%
Other Chinese	1%	0.8%
Refused	1%	0.8%
Albanian	0.6%	0.6%
Hong Kong Chinese	0.6%	2.0%
Other Mixed Background	0.6%	1.7%
White Western European	0.6%	1.1%
Other Black African	0.3%	2.2%
Other Ethnic Group	0.3%	0.6%
Traveller of Irish Heritage	0.3%	0.3%
Turkish/Turkish Cypriot	0.3%	0.3%
White - Irish	0.3%	0%
Any Other Black Background		0.3%
Black Ghanian		0.3%
Black Sudanese		0.3%
Gypsy		0.3%
Gypsy/Roma		0.3%
Other Gypsy/Roma		0.3%

Source: This information has been taken from the admissions documents and SIMs information for every child across the school. Some people choose to omit data on their admission form and therefore these figures cannot be guaranteed as wholly accurate.

5. 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 every September.

The school Senior Leadership Team monitors equality issues and feedback. They regularly liaise regarding any issues and make governors aware of these as appropriate.

6. 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. enabling Muslim pupils to pray at prescribed times)

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:

Publish attainment data each academic year showing how pupils with different characteristics are performing.

Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.

Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying) .

Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils .

7. 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. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute

Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

8. 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:

Cuts across any religious holidays

Is accessible to pupils with disabilities

Has equivalent facilities for boys and girls

Sensitivity around religious or cultural dress for educational visits and activities e.g. swimming

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

9. Equality objectives

Objective 1

To develop our use of gender and social language to be aware, informed and sensitive to assumed stereotypes relating to gender.

Why we have chosen this objective:

- To take account of the increasing climate whereby families do not fit the stereotype make up of mum and dad and that we have families with same sex couples.

- To be aware, informed and sensitive to members of our school community who are exploring their identity, in conjunction with guidance from the Department for Education (DfE) for Gender Questioning Children.
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To achieve this objective we plan to:

- Consider all communication; written, spoken and published to ensure it takes account of preferences and is aimed appropriately at its audience in school letters, including the newsletter and website e.g. changing salutation to 'Dear Families', rather than 'Dear Parents/Carers' to be more inclusively aware.
- School teams regularly communicate with colleagues when a child and/or their family shares a gender preference. Following the DfE guidance to navigate such instances.
- The Staff Handbook is updated annually and training is provided on what the alternatives are so staff feel confident in communicating inclusively. This does not avoid terms 'boys and girls' but gives a wider scope to groups. Individuals are encouraged to be addressed by name.
- Ensure resources and displays represent a wider model of family make ups and images show gender neutral dressing that does not show a gender bias.
- Ensuring there is appropriate support and challenge for staff and a safe environment for them to have feedback about their use of language without stereotyping. Explaining to staff, and sometimes parents, why this is important.
- Using the building and the era the school building was constructed in to illustrate a time when gender defined your access and success e.g. separate boys and girls entrances carved in the stones and photos from nearly 100 years ago showing the segregation.

Progress we are making towards this objective:

- Children at a disco were invited to come up and show their best dancing through the external DJ saying 'ok boys and girls, come and show me your best dancing', a child approached the DJ and asked the DJ if they were still allowed because they were not a boy or a girl. The DJ asked the school staff for support in how to respond and listened to verbal coaching from the staff to support them include all children in to the disco dancing.
- Staff evidenced reminding colleagues to state 'grown-ups at home' instead of 'mums and dads'.
- Children, across the last two years, have felt comfortable to start gender preference conversations with school staff. This has led to supportive co-working to support the child and the family.
- The school returned a consultation on the Gender Questioning Children draft guidance.
- The school's uniform is inclusive and not specified by gender.
- We have mixed gender sports teams as well as single sex.

Objective 2

Reduce incidents of homophobic language being used by ensuring education, communication, questions underpin the knowledge and understanding needed by children to make different language choices.

Why we have chosen this objective:

- Repeated number of incidents where 'gay' is used by children as a slur against peers, typically during conflict or when they are dysregualted.

To achieve this objective we plan to:

- Educate individuals following conflict resolution and as part of the schools' restorative approach to understand the impact of their langauge choice.
- Through class assemblies, PSHE time, planned lessons e.g. English debating, reading, history and incidental learning opportunities through questions from the children or weekly Primary Picture News, ensuring staff understand their role in illustrating the correct use of such language and why it is offensive and who it is offensive to.
- Providing time for children, across the school, to speak to adults who they trust and to encourage them to speak openly to help them understand and provide a safe space to have sensitive and honest conversations.
- Invite role models, speakers, adults to enhance learning opportunities that represent a range of gender groups.
- Ensure accurate tracking, recording, comparing and reporting for homophobic incidents.
- Ensure incidents are reported to families and support is planned for the child and/or family.

Progress we are making towards this objective:

- Conversations with individuals are resulting in them apologizing. Furthermore, children who have used a homophobic slur have chosen to self-correct and apologise citing the previous conversation without prompting.

- In some more recent situations older children are responding with a challenge ‘so what, my mum is gay’. They are verbalizing, openly, and are stating their situation to stand up to the slur used with facts and pride.
- Books in our library have a range of family models in them, some showing same sex couples.
- The HT has worked with Andrew Morton, using his programme ‘No Outsiders’ to expand the range of texts available to all children to challenge all discrimination.

Objective 3

To ensure all children and young people have access to a diverse and inclusive curriculum, which continues to promote their spiritual, moral, social and cultural development, that represents the different religions, cultures and families at the school and in our community to promote a sense of belonging.

Why we have chosen this objective:

- The demographic of the school and local community is changing from the majority being white British. There is a wider range of families from across the world, with different cultures, languages, nationalities, and religions.

To achieve this objective we plan to:

- Ensure staff leading subjects have this as a subject objective when they are writing schemes of work and medium term planning and purchase resources.
- Challenge overused stereotypes and provide signposting to resources and compared ‘go to’ images. This includes stopping using some well known resource providers who do not represent our community.
- Tailor the RE curriculum to represent the school community and link in religions that broaden their understanding rather than cater to their environmental prejudice.
- Ensure all children feel like they belong in our school community and use surveys and pupils voice, including roles and responsibilities like school council/champions of change, to gather and disseminate the information.
- Ensure the curriculum provides opportunities to learn about, ask questions and visit places and meet people that broaden their knowledge about the world and their community.
- Recruit staff to our team from a wide range of cultures and nationalities.

Progress we are making towards this objective:

- Our curriculum was rewritten throughout 2022-2023. The new curriculum was rolled out from September 2023.
- Celebrations from different cultures and religions feature in our school newsletter with links to families being able to find out more about these.
- The school menu includes foods from around the word and we hold special menus that celebrate festivals, other cultures and religions e.g Chinese New Year, Diwali and St. Patrick’s Day.
- Essex RE advisor is working with the school to rewrite the RE curriculum and support the school to ensure resources represent the religions, cultures and ethnicities in our school community.

10. Monitoring arrangements

The headteacher will update the equality information we publish, at least every year.

This document will be reviewed by governing body at least every 4 years, or when there are changes to the Equalities Objectives.

This document will be approved by governing body.

11. Links with other policies

This document links to the following policies:

Accessibility plan

Inclusion Policy

Equalities Objectives

School Improvement Plan 2023-2024

Behaviour Policy

This document and its contents will be informed by guidance issued by the Department for Education.