



## Trinity Federation Equal Opportunities Policy

This policy is to promote and co-ordinate Equal Opportunities at Trinity Federation. It was agreed by the Governing Body in **March 2014** and is scheduled for review in **March 2018**.

### **Purpose**

Equality of opportunity at Trinity Federation is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the federation community pupils, staff, Governors, parents and community members.

The schools recognise that they have to make special efforts to ensure that all groups prosper, and will consider the equality issues when making decisions that affect pupils or staff with any of nine different protected characteristics : race, disability, sex, age, religion or belief, sexual orientation, pregnancy, maternity, and gender reassignment. We also include: those with special educational needs; who have difficulties in accessing the school's facilities or services; who speak English as an additional language; who have frequent moves and lack stability leading to time out of school (e.g. children in care); who as children are caring for others; who come from homes with low income and/or inadequate home study space; who experience bullying, harassment or social exclusion; with low parental support or different parental expectations; with emotional, mental and physical well-being needs; who exhibit challenging behaviour; who come from minority ethnic groups including travellers, refugees and asylum seekers.

In essence we feel:

Every learner is entitled to benefit from an education which promotes their well-being through access to a range of learning opportunities of the highest standard and quality possible, which take account of varied life experiences and needs, different starting points and factors such as gender, ethnicity, culture, age, ability and disability.

It is based on the core values and ethos as expressed in the three mottos of our schools:

"Love, live and learn"-All Saints

"Learn to love, love to learn" - St Leonard's

"Together we learn

Together we achieve

Together we believe"- St Michael's

### **Relationship to other policies**

This policy relates to the safeguarding, health and safety, special needs information report, curriculum, safer recruitment, and behaviour policies.

### **Roles and responsibilities of Headteachers, other staff, governors**

The **headteachers** will ensure that a federation culture and ethos is established, maintained and developed which:

- . Eliminates discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- . advances equality of opportunity between people who share a protected characteristic and people who do not share it
- . Fosters good relations across all protected characteristics - between people who share a protected characteristic and people who do not share it
- celebrates diversity/equality and achievement
- promotes high expectations, positive attitudes towards disabled people and those of different ethnic groups/religions
- listens to and involves pupils, parents, carers and staff
- communicates behaviour expectations
- ensures that it welcomes applications for school places and jobs from all sections of society
- ensures that incidents are reported, analysed, addressed swiftly and effectively, and reported on.

They will also prepare accessibility plans to describe what the schools will do to ensure that school policies and practice do not discriminate, directly or indirectly, against adults or pupils in the schools; that the schools are accessible to all; and that positive role models and a wider perspective will strengthen the schools.

The **staff** will actively implement this policy and the equalities plan, and support the monitoring of impact.

**Parents and carers** will be consulted on the policy regularly and be kept informed through the schools websites.

**Visitors and contractors** will be made aware of the policy through relevant signs around the schools and clauses in contracts.

The **governing board** will:

- incorporate equality targets into the school plan

All Saints - Outcomes for pupils

The progress of the middle and lower attainers, including those with protected characteristics, should be at least equal to the higher attainers

St Leonard's - Outcomes for pupils

The progress of the lower attainers, including those with protected characteristics, should be at least equal to the middle and higher attainers

St Michael's -

The progress of the lower attainers, including those with protected characteristics, should be at least equal to the middle and higher attainers

- designate a lead governor for equality issues (Mrs S Calvert)
- use its power to nominate governors to ensure its composition reflects the community it serves
- encourage parents and staff from all ethnic groups when recruiting to the governing body
- apply the principles of best value without discrimination when purchasing goods and services
- monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans
- disseminate the outcomes of evaluation to the community of the federation, together with a summary of the action to be taken.

The governing board expects all members of the federation community to be committed to this policy, and that visitors will comply with it. It accepts responsibility for ensuring that this policy is implemented in every aspect of school life. If there is a breach of the policy, the federation will take appropriate action.

### **Arrangements for monitoring and evaluation**

The governing board will monitor the pattern and frequency of equality related incidents. It will receive reports from the Headteachers and staff that enable evaluation of the relevance of provision for dealing with equality related incidents - defined as any incident which is perceived by the victim or any other person to contravene this policy. Serious breaches constitute criminal offences.