



Equality Objectives Policy

Holy Trinity CE (C) Primary School

Date of Policy
September 2025
Review Date
September 2029
Approved by Governing Body
January 2026

*Be Curious, Be Inspired, **Belong.***

At Holy Trinity, we want every pupil to grow into a curious thinker, an inspired learner, and a valued member of our school community. Our children will know they are seen, loved, and supported to thrive. They develop the character and confidence to show kindness, courage, respect, responsibility, perseverance, and togetherness. Through exploring new ideas and contributing positively to school life, our pupils flourish academically, socially, and spiritually as they prepare for life in today's Britain.

Matthew 19 verse 14

"Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."

Our School Values

- Kindness
- Courage
- Respect
- Responsibility
- Perseverance

- Togetherness

1. Legal Context and Purpose

Holy Trinity CE (C) Primary School is committed to promoting equality, diversity and inclusion in all aspects of school life. This policy sets out the school's Equality Objectives in line with the **Public Sector Equality Duty (PSED)** under the Equality Act 2010.

The PSED requires the school to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

Protected characteristics include age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

These Equality Objectives support the school's Christian vision, ensuring dignity, respect and fairness for all members of the school community.

2. Scope

This policy applies to:

- pupils
- staff
- governors
- parents and carers
- visitors and contractors

The objectives apply across teaching and learning, behaviour, attendance, curriculum design, staff recruitment and development, enrichment, pastoral care and leadership decision making.

3. Equality Objectives 2025 to 2029

The following objectives have been identified through analysis of school data, pupil and parent voice, staff feedback and local context. They are designed to be specific, measurable and responsive to need.

Objective 1

To eliminate discrimination, prejudice and unconscious bias through sustained staff development and reflective practice

Rationale

Discriminatory attitudes, whether intentional or unintentional, can negatively affect pupil outcomes, wellbeing and sense of belonging. Developing staff understanding of unconscious bias and inclusive practice is essential to creating an equitable learning environment.

Actions

- Provide regular professional development for all staff on equality, diversity, unconscious bias and inclusive classroom practice
- Embed equality considerations into safeguarding, behaviour management and curriculum planning
- Ensure all policies are reviewed through an equality lens
- Use staff reflection and discussion to challenge assumptions and stereotypes

Monitoring and Evidence

- Records of staff training and evaluations
- Staff surveys and reflective feedback
- Analysis of behaviour and incident logs relating to discrimination or prejudice

Responsibility

Headteacher, Senior Leadership Team, Governors

Intended Impact

- Increased staff confidence in inclusive practice
- Reduction in discriminatory incidents
- Pupils feel safe, valued and respected

Objective 2

To advance equality of opportunity by reducing barriers to participation and achievement for underrepresented and vulnerable groups

Rationale

Some pupils face additional barriers due to protected characteristics or disadvantage. These barriers can limit access to enrichment, leadership opportunities and wider school experiences.

Actions

- Monitor participation in clubs, trips, pupil leadership roles and enrichment activities by group
- Provide financial or practical support to ensure equitable access
- Adjust provision where barriers are identified, including reasonable adjustments for disability
- Actively promote opportunities to families who may be less likely to engage

Monitoring and Evidence

- Participation data reviewed termly
- Pupil and parent feedback
- Records of support provided and adjustments made

Responsibility

Senior Leadership Team, Inclusion Lead, Class Teachers

Intended Impact

- Increased participation from underrepresented groups
- Greater confidence, engagement and aspiration among pupils
- Clear evidence of equitable access to opportunities

Objective 3
To strengthen support for pupils with Special Educational Needs and Disabilities to improve outcomes and wellbeing

Rationale

Pupils with SEND may experience inequality in access, progress and social inclusion. High quality provision and early intervention are essential to advancing equality of opportunity.

Actions

- Review SEND provision regularly to ensure it meets pupils' needs
- Ensure reasonable adjustments are consistently implemented
- Use data and pupil voice to inform personalised support
- Strengthen partnership with parents and external agencies

Monitoring and Evidence

- Progress and attainment data
- SEND reviews and provision maps
- Parent and pupil feedback

- Attendance and wellbeing indicators

Responsibility

SENDCo, Senior Leadership Team, Class Teachers

Intended Impact

- Improved academic and social outcomes for pupils with SEND
- Increased parental confidence in provision
- Pupils with SEND feel included and supported

Objective 4
To foster good relations by promoting respectful behaviour, inclusive values and positive relationships across the school community

Rationale

Strong relationships and a culture of respect are essential to preventing discrimination and promoting inclusion. Pupils must be taught to value difference and resolve conflict constructively.

Actions

- Embed restorative and relational approaches to behaviour management
- Teach pupils about diversity, respect and equality through the curriculum and collective worship
- Address discriminatory language or behaviour swiftly and consistently
- Promote pupil voice and peer leadership

Monitoring and Evidence

- Behaviour and incident records
- Pupil voice activities and surveys
- Observations of behaviour and interactions

Responsibility

Senior Leadership Team, Behaviour Lead, All Staff

Intended Impact

- Reduction in behaviour incidents related to prejudice
- Improved pupil relationships and wellbeing
- A positive, inclusive school culture

Objective 5
To improve equality monitoring, evaluation and transparency to inform strategic decision making

Rationale

Robust monitoring enables the school to identify trends, address inequalities and demonstrate compliance with statutory duties.

Actions

- Analyse data on attainment, progress, attendance, exclusions and behaviour by protected characteristic where appropriate
- Review recruitment, retention and professional development data for staff
- Publish equality information annually on the school website
- Use findings to inform the School Development Plan and policy review

Monitoring and Evidence

- Annual equality data reports
- Governing Body minutes and challenge
- Website publication records

Responsibility

Headteacher, Governors

Intended Impact

- Clear understanding of equality strengths and priorities
- Targeted actions that address identified gaps
- Full compliance with statutory requirements

4. Review and Accountability

Progress against these objectives will be reviewed annually by the Senior Leadership Team and Governing Body. A full review of the Equality Objectives will take place every four years, or sooner if significant changes occur within the school community or statutory framework.