



<b>Policy Title</b>	<b>Equality information and objectives Policy 2025</b>  <b>(Previously- Equality Duty Compliance- Single Equality Scheme)</b>
<b>Legal Requirement</b>	Yes, plus annual report on equality aims and progress
<b>Review Cycle</b>	4 years
<b>Lead Personnel/Committee</b>	Headteacher / Equality Governor/ Chair of Governors/Governing Body
<b>Summary of Changes</b>	<p>Reported on and published annually to governors and parents (separate document on the school website - Public Sector Equality Document)</p> <p><i>(Previously updated – Jan 2015/March 2018) Full review March 2021, update of personnel and action plan 2024. Full review Spring 2025</i></p>
<b>Date Approved by Governing Body</b>	June 2025
<b>Signed:</b> <b>Chair-</b> Mrs. C. Scott	<b>Coheadteacher-</b> Mrs. H. Lamb Mrs. L. Beston
<b>Next Full Review Date</b>	Spring 2029



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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. The protected characteristics are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage or civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation

At Trimley St Mary, we are committed to ensuring equality of education and opportunity for all our pupils, for their parents/carers, for staff and for all those receiving services from the school. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. We aim to reflect the diversity of our local community and society and ensure that the education we offer fosters positive attitudes to all people. We believe that diversity is strength – for our school, its community and Britain as a whole – we will work pro-actively to address inequality and foster positive attitudes to diversity so that all those who learn, teach, and visit here are respected and valued.

We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a more ethnically diverse population.

Our school reflects British values in all that we do. The Department for Education defines British Values as follows:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. Wherever possible, we take a global approach to learning by introducing themes from the perspective of other people in other countries.

### **At Trimley St Mary we aim to: -**

- Create a safe, secure and happy enabling environment where pupils are engaged and motivated, challenged to think and inspired to learn.
- Develop pride in the school community fostering a cohesive culture of tolerance, co-operation and respect for self and others. Celebrate diversity, uniqueness and the rights of the individual, developing an understanding on local, national and global level.
- Provide access to an inclusive balanced and appropriate curriculum enabling each pupil to reach their full potential academically, socially and physically.
- Recognise parents and the wider community as active partners in the education process and life of the school, with shared values enabling children to fulfil their role as citizens.
- Promote high expectations in all areas recognise achievement and celebrate success
- Work collaboratively alongside other agencies and services to ensure that barriers to learning are removed and access to opportunities are enabled.

### **Ethos of the School**

- Our school exists to serve the children and families within the community.
- We work alongside other agencies and the Local Authority to ensure that children in our care are happy and safe, enjoy learning and achieve their full potential.
- The school fosters a positive attitude to learning respecting others' perspectives and achievements, where children are seen as individuals, whose needs are sought and recognised.
- The school serves to support the rounded development of children including social, cultural, moral, spiritual and physical aspects.
- The school encourages children to develop self-esteem and determination, encouraging children to embrace challenges and make the most of opportunities available to them.

**Every member of the school community should feel safe, secure, valued and of equal worth.**

## 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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#)

## 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 headteacher

The equality link governor is Mrs. H Mackie. They will:

- Meet with the Coheadteachers at least bi-annually, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Coheadteachers will:

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

The Coheadteachers will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor as required to raise and discuss any issues (delete if not applicable)
- Identify any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## 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. Staff training regarding Equality Issues (e.g. anti-racism training from specialist trainers and the importance of recognising and the accurate recording of incidents)

## 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 any other protected characteristic who are subjected to bullying-all incidents are recorded on the school's robust Child Protection Online Monitoring System (CPOMS) and reported to governors)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling pupils to attend their cultural celebrations)
- 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:

- Analyse the data to determine strengths and areas for improvement, implement actions in response and publish this information (PSED)
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of bullying related to those with protected characteristics)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils
- In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics.

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

## 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. 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.
- 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
- 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:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record 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.

## 8. Equality objectives

### Objective 1

**To ensure that those with SEND and other disadvantaged groups make academic progress in line with National Data**

**To achieve this objective, we plan to:** Lowest 20% of pupils identified and provision explicitly set out to increase attainment. Introduce rigorous assessment tracking for those pupils on SEND register Ensure all children have bespoke targets linked to their individual need, which are reviewed regularly

### Objective 2

**To improve outcomes across the school in mathematics**

**To achieve this objective, we plan to:** Embed Mastery in maths across the school and for all staff to undertake training, guided by subject leaders

### Objective 3

**To enhance pupil voice and student leadership, particularly diversity**

**To achieve this objective, we plan to:** Set up a pupil led School Diversity group who meeting regularly, setting the agenda and communicating to their peers. Develop school council and pupils' responsibilities within school, elect house captains and vice captains annually

### Objective 4

**Pupils feel safe and happy to attend school, are able to engage and interact positively with others.**

**To achieve this objective, we plan to:** support children and staff to help them gain the strategies they require. We now have a trained Senior Mental Health Lead. A new Social, Emotional and Mental Health Policy is now in action. In addition to this the school has 4 trained Emotional Literacy Support Assistants and 2 Mental Health first aiders who liaise with Senior Mental Health Lead, class teachers, and home-school liaison officer.

Our Home-School liaison Officer has regular contact with persistent non-attenders, helping to break down barriers, find solutions and assist families to attend school regularly.

## 9. Monitoring arrangements

The Equality Governor and Coheadteachers will update the equality objectives and progress made, we will publish at least every year.

This document will be reviewed by Equality Governor and Coheadteachers, approved by the governing body at least every 4 years.

This document will be approved by Governing Body

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND
- Admissions Policy
- Behaviour and anti-bullying Policy
- Code of Conduct-Staff/Parent Carers/Pupils
- ICT Acceptable use policies
- Complaints Procedures Policy
- LA Model Pay and Staff Appraisal Policies
- Data Protection Policy
- School Development Plan
- Public Sector Equality Duty Objectives (published annually)