



Trinity

Equality Information and Objectives Policy

Date Governor Approval	Date of next review	Notes
November 2025	November 2025	Draft Policy to be reviewed in November 2025



LEARNING — LOVING — LIVING

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1. Aims

Trinity School is committed to meeting its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations across all characteristics – between people who share a protected characteristic and those who do not

The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

We promote respect for differences and diversity in accordance with our values: Learning, Loving, Living. Our vision is for the Trinity community to “live life in all its fullness” by:

- Establishing a unique and personalised learning journey through Trinity and beyond
- Nurturing a warm and caring family environment to support all to flourish
- Inspiring all to achieve and celebrate ongoing and future successes

2. Legislation and Guidance

This policy meets the requirements of:

- 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 equality information and objectives
- Department for Education (DfE) guidance: The Equality Act 2010 and schools

3. Roles and Responsibilities

Governing Board:

- Ensures equality information and objectives are published and communicated throughout the school
- Reviews and updates equality objectives at least every four years
- Promotes equality as an explicit aim in all school policies and ensures it underpins all aspects of its work
- Incorporates equality targets into the School Improvement Plan

School Leaders:

- Publish equalities objectives and information for governors, staff, pupils, parents, and the wider community
- Ensure employment practices are fair and non-discriminatory
- Provide regular training on Inclusion, diversity and unconscious bias
- Take appropriate action in cases of harassment or discrimination

All Staff:

- Deal with incidents of harassment and tackle bias and stereotyping
- Promote equal opportunities and positive attitudes
- Keep up to date with the law on discrimination and participate in training

Pupils:

- Support the equalities policy by following the school's ethos and policies
- Develop character through a curriculum of tolerance and diversity
- Report any form of prejudice or concern

Parents and Community:

- Support the equalities policy by following the school's ethos and policies
- Read and act respectfully in accordance with school policies
- Maintain open communication with the school regarding concerns

4. Eliminating Discrimination

Trinity School is fully committed to eliminating discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010.

All policies, including behaviour and anti-bullying, guide how members of the school community live and work together. Discrimination or harassment will not be tolerated and will be dealt with under the School Disciplinary procedure.

5. Advancing Equality of Opportunity

We work to close gaps in attainment and achievement between all groups of pupils, including boys and girls, students eligible for FSM, students with SEND, LAC, and pupils from different heritage groups.

We ensure equality of professional opportunity and development for staff, with representation in leadership roles reflective of groups with protected characteristics.

6. Fostering Good Relations

Trinity fosters good relations by:

- Celebrating diversity through curriculum, daily worship, and events such as Diversity Day and PAFT International Evening
- Supporting charities and community initiatives
- Promoting tolerance, friendship, and understanding through PSHE, SMSC, and British Values programmes
- Enabling pupil voice and leadership programmes

7. Equality Considerations in Decision-Making

Equality implications are considered before and during policy development and decision-making.

Equality Impact Assessments are completed for significant decisions, such as school trips and activities, to ensure accessibility and fairness for all groups.

8. Equality Objectives (2025–2029)

1. Close gaps in attainment and achievement between pupils from different backgrounds, such as those eligible for free school meals, students with SEND, and pupils from different heritage groups
2. Ensure the curriculum reflects the background of the school's pupils and parents as well as the wider community and celebrates diversity, including literature and resources from a range of cultures and backgrounds.
3. Analyse recruitment data and trends in regard to race, disability, and gender pay gap, and report to the governing board annually.
4. Train all staff and governors involved in recruitment and selection on equal opportunities and non-discrimination

9. Monitoring Arrangements

The governing board will update published equality information at least every year.

Equality objectives will be reviewed at least every four years.

This policy will be reviewed annually to ensure continued compliance with the PSED.

10. Links with Other Policies

This policy links to:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy
- Behaviour policy
- School improvement plan

11. Outcomes / Progress to achieving objectives

Objective	Progress 2025
Close gaps in attainment and achievement between pupils from different backgrounds, such as those eligible for free school meals, students with SEND, and pupils from different heritage groups	Gender Gaps • Key Stage 4 (KS4): At GCSE, girls have an Attainment 8 score of 49.9 and boys 47.8, both above national averages. 86.8% of all students achieved grade 4 or above in English, and 73.7% in Maths. The percentage of students achieving 5 grades 9-4 (including English and Maths) is 64.9%, showing strong performance for both genders • Key Stage 2 (2025): The gap between girls and boys in achieving the expected standard in Reading, Writing, and Maths (RWM) is impressively narrow. Girls achieved 88% and boys 91% in Reading, 88% and 85% in Writing, and 86% and 83% in Maths, showing that both groups are performing at a high level and the difference is minimal. • Early Years Foundation Stage (EYFS): Both girls and boys are achieving well above national averages in Good Level of Development (GLD), with girls at 79% and boys at 67%. The school's focus on early intervention and inclusive teaching has helped ensure that both genders make strong progress from their starting points. Ethnic Groups • Key Stage 2 (2025): The school has made significant strides in supporting pupils from all ethnic backgrounds: ○ Black African and Caribbean pupils: Achieved 88% in Reading, 83% in Writing, and 83% in Maths, which is above the national average for Black pupils and close to the school average. ○ White pupils: Achieved 92% in Reading, 90% in Writing, and 90% in Maths, demonstrating consistently high attainment. ○ Mixed ethnicity pupils: Achieved 100% in Reading, 83% in Writing, and 83% in Maths, showing outstanding progress and attainment. ○ Asian pupils: Achieved 80% in Reading, 80% in Writing, and 80% in Maths, which is in line with or above national averages.

Objective	Progress 2025
	• School-wide Achievement: The overall percentage of pupils achieving the expected standard in RWM is 89%, which is significantly above the national average (74%) and the local authority average (76%). This demonstrates that the school's strategies to close gaps are working for all groups. • KS4: The school's KS4 data shows that gaps between ethnic groups are being narrowed: ○ White British (WBRI): Attainment 8 score of 51.0, above the school average. ○ Black Caribbean and African: Attainment 8 score of 48.6. ○ All groups are supported to achieve their best, and the school's overall Attainment 8 score is 48.8, with strong results across all ethnicities. What's Driving Success? • Targeted Support: The school's data shows that interventions and support for vulnerable groups, including those from different ethnic backgrounds and both genders, are having a measurable impact. • Inclusive Curriculum: High achievement across all groups reflects a curriculum that is both inclusive and ambitious. • Strong Leadership and Teaching: Consistently high results for all groups are a testament to the dedication of staff and the effectiveness of school leadership.

Objective	Progress 2025
Ensure the curriculum reflects the background of the school's pupils and parents as well as the wider community and celebrates diversity, including literature and resources from a range of cultures and backgrounds.	The school celebrates cultural diversity with Culture Day for secondary students and Diversity Day at the primary campus. Our curriculum has been revised throughout all year groups to reflect both our school community and the broader world. History and Geography units and case studies have been adapted to ensure a global perspective. In Art, we feature artists from across the globe. The English department reviews the texts and novels studied each year to make sure they represent our community and address important societal themes. We mark International Women's Day and recently introduced a topic examining women's influence on religion. The school regularly celebrates differences related to disability through assemblies. Additionally, we observe LGBT+ Month every February, incorporating relevant content into our curriculum, displays, and assemblies to help all members of the Trinity family understand protected characteristics.
Analyse recruitment data and trends in regard to race, disability, and gender pay gap, and report to the governing board annually	Governors annually review recruitment data, presenting a report on salary and staff proportions by gender, ethnicity, faith, and disability.
Train all staff and governors involved in recruitment and selection on equal opportunities and non-discrimination	Training is conducted annually for all staff. The SLT have completed equalities training, and new staff receive full training at the start of each year. All staff participate in refresher courses. The school collaborates with the Diocese and its equalities working party to maintain up-to-date training. Middle leaders are encouraged to complete safer recruitment training on safeguarding and equality.