Appendix 1

The Protected Characteristics as set out in The Equality Act 2010 are:

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

Appendix 2

Appendix 2

Academy specific information
Name of academy: Trinity CE Primary School

Eliminating discrimination in our academy

We work to eliminate discrimination in the following ways:

- 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 and when required;

- The Headteacher at Trinity CE is the designated member of staff responsible for monitoring equality issues. Where necessary, they liaise with the Academy Governance Committee (AGC) regarding any issues and make them and senior leaders aware of these as appropriate.

Advancing equality of opportunity

In our academy, in addition to what is mentioned in section 5, we advance equality of opportunity in the following ways:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities).
- 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).
- Staff are consulted where required and actions are agreed when community members disclose changes to situations (for example gender reassignment) to ensure the wishes of the individual are accommodated and members of the school community are informed appropriately.
- Trinity CE Primary educates and challenges the whole community to respond appropriately to individuals and groups of individuals with protected characteristics through a broad and balanced curriculum and our range of policies.
- Resources to enable participation in class. This could be resources to allow a child with dyslexia opportunities to take part and make good progress. If

sight/hearing is a potential barrier to learning, resources will be made available or the classroom layout will be altered to allow access by all.

- Termly summative data is analysed and is then used by teaching staff/subject leaders to plan accordingly so that all children have sufficient opportunities to make good progress from their own starting points.
- Trinity CE is an inclusive school and as such all children will have access to learning. Where learning takes place out of school, support is provided that allows participation by all pupils.
- Additional funding received, including Pupil Premium/Sports funding, is used to support children to access the curriculum as well as extra-curricular events. Depending on an individual's needs, the funding could be used to provide resources, transport, clothing etc. The offer of this support is based upon an individual's needs and/or amount of funding received.

Fostering good relations

In our academy, in addition to what is mentioned in section 6, we foster good relations in the following ways:

- Our local community is involved in the school through various channels including communication on school updates via 'The Pink Sheet'. We also support less fortunate people by donating food to Thrapston food bank each year during the Harvest festival.
- At Trinity CE we also extend our community further afield. This includes supporting a number of good causes through such charities as Heads Up, Children in Need and Comic Relief.
- As a school within an ever expanding multi academy trust, our children, staff and parents have a number of opportunities to meet and work alongside counterparts from within the Diocese of Peterborough.
- We promote diversity through teaching children about a range of faiths, beliefs, lifestyles, characteristics and cultures in our curriculum.
- All pupils are encouraged to participate in the academy's activities, such as sports

clubs.

- We also work with parents/carers 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.

Equality considerations in decision-making

In our academy, we consider equalities in decision making and record those decisions.

For example, when an academy trip or activity is being planned, the academy considers whether the trip:

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

The academy 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 academy trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Appendix 3

Equality Objective 1 : To promote cultural development and understanding through a rich range of experiences, both in and beyond the school.

Why have we chosen this objective:
• To eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act.

To achieve this we plan to:
• Offer a varied programme of both curricular/extracurricular visits and visits to the school to include places of worship, visits that will enhance learning in a range of subjects. • Plan for a range of visitors to attend our school through assemblies to share different faiths and cultures for example. • Offer all pupils the experiences to understand that they are part of a multi-faith society and learn the values of other religions whilst demonstrating our own school Christian values.

Progress we are making towards achieving this objective:
This has been added to the school improvement plan to ensure that it is a school priority. In 2023-24, all classes have had or have planned a visit to at least one place of worship.

Equality Objective 2 : To ensure that all pupils are given similar opportunities with regards to after-school clubs and activities.

Why have we chosen this objective:
To advance equality of opportunity between people who share protected characteristics and those who do not.

To achieve this we plan to:
• Increase of attendance to after-school clubs. • To engage all children so that all children attend at least one club or extra-curricular activity during the year.

Progress we are making towards achieving this objective:
After school clubs are well attended by children from across the school, including those with protected characteristics.

Objective 3: Ensure all vulnerable groups identified on the school's Academy Improvement Plan have challenging targets and gaps in attainment are reduced.

Why have we chosen this objective:
To ensure that the focus remains on providing the best quality provision for all pupils so that all pupils achieve their maximum potential.

To achieve this we plan to:
• Monitor distinct groups on a termly basis: special educational needs, English as an additional language and disadvantaged. • Identify slow progress and attainment through the use of pupil progress presentations. • Ensure that pupil passports are regularly reviewed and actions taken in order to ensure continuous progression for each individual.

Progress we are making towards achieving this objective:
Progress of all children is regularly reviewed internally by the school and through at Trust level. Pupil progress presentations have been replaced by progress meetings between the Headteacher and class teachers.

Reviewed by the Headteacher: May 2024