



Trinity School and College



Equal Opportunities and Diversity Policy

Trinity puts children's rights at the heart of our provision in order to improve well-being and develop every child's talents and abilities to their full potential. Trinity recognises the United Nations Convention on the Rights of the Child putting it into practice within the school and beyond.

This policy promotes Article 2: the UNCRC applies to every child without discrimination; Article 14: freedom of thought, belief and religion; Article 23: children with a disability have the right to live a full life with dignity and, as far as possible, independence; Article 30: every child has the right to learn and use the language, customs and religion of their family.

This policy reflects the duty of all educational organisations to have updated and published their Equal Opportunities and Diversity Policy, which adheres to the Equality Act 2010, by April 2012.

Introduction

This policy describes the way in which Trinity will meet the requirements of the Equality Act 2010. This Act replaced all previous equality legislation such as the Race Relations Act, the Disability Discrimination Act and the Sex Discrimination Act. The policy will be applied to all staff and learners, as well as any volunteers working or visitors/guests to Trinity. This policy is to ensure that everyone within the Trinity community is treated fairly and with respect.

Access

Employees, learners, visitors, guests (including parents and carers) and volunteers are made aware of the existence of this policy and where it can be accessed on the Shared Documents Area, School Reception Area and through Welcome documentation.

This policy is reviewed annually.

Policy Statement

Trinity will adhere to the requirements of the Equality Act 2010 by not discriminating against and respecting all learners, staff, guests, visitors and volunteers or anyone involved in external agencies the organisation may be working with on the grounds of:

- gender, race, disability, religion or belief, partnerships or sexual orientation.

In addition, there will be no discrimination against:

- pregnant females or new mothers
- staff, learners or volunteers undergoing gender re-assignment
- learners due to the behaviour of their parents and/or siblings

When recruiting staff, health related questions will not be asked until after a job offer is made, and then, only if it is necessary for the role.

Trinity may decide to use the 'Positive Action' clause of the Equality Act 2010, which allows for the setting up of courses specifically for a certain groups, which previously, could have been considered discriminatory. The school supports a Personalised Learning Programme which views each pupil as an individual whilst always ensuring equality of access to resources, provision and enrichment opportunities.

Equal Opportunities Policy in line with the Equal Opportunities Act 2010. This states that:

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

We also follow the guidelines on 'Positive Action' in the Equal Opportunities Act 2010 in relation to our curriculum.

New Positive Action provisions will allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim.

Trinity promotes equal opportunities for all students.

Equal Opportunities is about enabling every student to achieve their highest potential. Trinity has a holistic creative curriculum which ensures inclusion for all learners, to the educational experience and the assessment possibility. We want every student to progress to the highest level of attainment academically, socially and emotionally. We also recognise that we are part of a very diverse community and this is reflected continually in all aspects of school life ranging from the curriculum to staffing.

This policy needs to be read in conjunction with the following policies and procedures:

- Admissions Policy
- Anti Bullying Policy
- Artsmark and Creative Curriculum Statement
- Behaviour Policy
- Curriculum Policy
- Curriculum for Life Policy
- Inclusion Policy
- Safeguarding and Safeguarding Vulnerable Young People Policies
- Special Educational Needs Policy
- Welfare, Health and Safety Policy

Aims

We will ensure that all students have full access to the national curriculum and to every aspect of the learning environment. All students regardless of class, race, religious beliefs, gender, sexual orientation, and disability have the right to equal access and to achievement. This will be reflected in our curriculum and timetabling.

The objectives of this Policy are to:

1. Develop an ethos which respects and values all people
2. Actively promote equality of opportunity
3. Prepare pupils for life in a diverse society
4. Promote good relations amongst people within the School community and the wider communities within which we work
5. Eliminate all forms of unfair discrimination, bullying, harassment or other oppressive behaviour
6. Deliver equality and diversity through our School policies, procedures and practice
7. Do our utmost, within available resources, to remove barriers which limit or discourage access to School provision and activities
8. Take positive action to provide encouragement and support to individuals and groups whose progress has been limited by stereotyping and cultural expectations
9. Monitor the implementation of equality and diversity within the School

10. Set targets for improvement and evaluate the impact of equality and diversity action in achieving our goals.

The Curriculum for Life

We want everyone in Trinity to appreciate and celebrate how unique and special every person is. As a learning and caring community, we are dedicated to establishing high aspirations, a love of learning which will enable all of our children to be confident, caring and to develop independent life skills.

Inspiring and engaging children in learning about the world, we are constantly reviewing and improving our learning experiences through our Curriculum for Life which is focused on developing the skills our children need for adulthood, and to have tolerance, acceptance and understanding of others. We expect our learners to aim for and achieve the best they possibly can.

We nurture and guide our children in their individual learning journeys so that they are happy, confident and knowledgeable about the world they live in.

The Curriculum for Life (Curriculum for Life Policy) together with the rest of our curriculum (Curriculum Policy) is designed to be engaging and be a purposeful learning experience that is relevant to our children. The awards and certification opportunities are to recognise key skills that our children learn about the world they live in whilst providing them with the necessary experiences so that they might actively positively contribute to the community they live, learn and work within. The curriculum provides opportunities for group work, team working skills, problem solving, independent learning, research, communication and personal management. The character development focus within the educational provision focuses on the development of skills, qualities and values together with resilience, personal strength and self-awareness in working through issues such as physical and mental health, bullying.

Trinity promotes an openness and respect for all community partners, provides a wide range of enrichment opportunities to advance learning and life experience (see Curriculum and Curriculum for Life Policy). The Curriculum for Life programme supports the development of respect, tolerance and sensitivity towards others and staff ensure that our learners are nurtured and well cared for.

Equal opportunities Implementation

The Executive Principal and the Directors are responsible for:

Making sure that Trinity follows all of its equality and diversity policies and codes, and meets its legal responsibilities with respect to equality

The Headteacher is responsible for:

- Ensuring policies and procedures are in place to comply with all equality legislation
- Ensuring that the School implements its equality and diversity policies and codes of practice
- Following the relevant procedures and taking action in cases of unfair discrimination, harassment or bullying
- Ensuring that appropriate records are kept of any cases of unfair discrimination, harassment or bullying
- Putting the School's equality and diversity policies and codes into practice
- Making sure that all staff know their responsibilities and receive the support and training necessary to carry them out
- Following the relevant procedures and taking action in cases of unfair discrimination, harassment or bullying

All staff are responsible for:

- Promoting equality and diversity, and avoiding unfair discrimination
- Challenging any incidents of unfair discrimination, or racial, sexual or other stereotyping, perpetrated by pupils or other staff
- Keeping up-to-date with equality law and participating in equal opportunities and diversity training
- Reporting any incidents of unfair discrimination, harassment or bullying to senior managers

Pupils are responsible for:

- Respecting others in their language and actions
- Obeying all of the School's equality and diversity policies and codes

The Curriculum

All students have equal opportunities to participate in a broad, balanced and relevant curriculum. The curriculum

- reflects awareness of the ability, ethnicity, gender experiences and needs of all students;
- promotes understanding and valuing of ethnic difference and gender equality;
- caters for all levels of attainment in its content and delivery;
- enables students to develop concepts, values, qualities and skills to allow them to participate in social situations;
- encourages student to value and to recognise traditions, values, beliefs and cultural influences within society.

Trinity have regular citizenship days which promote Equality and Diversity throughout the academic year (see the Development and Focus Diary).

Personalised Learning Programmes

This relates to the specific needs of learners, identified by the EHC plan and also by the therapists and educational provides within Trinity.

When planning the curriculum, care is taken to meet the range of ability, motivation, emotional and social needs of individuals, taking into consideration the multi-ethnic and gender needs within each group.

The differentiation of all learning materials is an integral part of this process.

Teaching and Learning

All staff must be aware of the different needs of all students within the school and this is recorded within each learner's pupil profile. Strategies and interventions are developed to address the learning needs and attainment levels of each student. Staff are expected to engage active participation of all students in lessons.

Resources

All resources take into account of the range of ability, the personalised learning programmes and the multi-ethnic and gender needs within the classroom.

Assessment

All methods of assessment avoid ethnic or gender bias and do not disadvantage students with any disability. The Assessment for Learning Policy provides the guidance and expectation on feedback to all learners and is focused on their achievement towards the learning objective, success criteria.

Language

All forms of sexist, racist or personally offensive language and remarks from anyone within the school are unacceptable. Any such incidents will be dealt with according to the school's guidelines and recorded for monitoring purposes. [See Safeguarding Policy and Anti-Bullying Policy].

Home School Communication.

This should be jargon-free and written in a clear manner. All Home School Communication is to be checked daily. All correspondence regarding trips, parental consultations, reviews, meetings, Trinity based events will be sent to parents via parentmail. All correspondence will reflect the values of the whole Trinity community and avoid stereotypical representations.

The Environment

The Trinity environment reflects its commitment to equal opportunities.

Everyone's Responsibility

It is expected that every person in the organisation will make a positive contribution to this policy, always treating everyone within the community with respect. This includes:

- All staff whether paid or voluntary
- All visitors
- All learners
- All parents and carers of Trinity learners

In addition, Trinity will:

- ensure that the services it provides are accessible to all and endeavour to positively encourage and benefit people from disadvantaged groups
- supply specialist aids and facilities to enable disabled people as identified within learners individual Statement of Educational Needs, their Annual Reviews and Transitional Plans
- monitor any issues that arise within the organisation and take appropriate action, fully supporting any person in the organisation who is faced with prejudice or discrimination

- undertake an annual evaluation process to ensure that the policy is clear, in keeping with current legislation and being adhered to
- treat seriously any breaches of the policy, regarding them as misconduct which may lead to disciplinary proceedings

Complaint Procedure

Stage 1 Any person who experiences, witnesses or is reasonably led to believe that this Equal Opportunities Policy has not been respected, should immediately bring the situation to the attention of the Trinity Executive Administration and Personnel Manager. The person responsible for this breach will be reminded of the existence and purpose of this policy, and asked to adhere to the policy.

Stage 2 If the person continues behaving in an unacceptable manner, the matter will be referred to the Headteacher who will decide the best course of action.

This may result in:

- a warning being issued
- a disciplinary
- a referral to the Executive Principal and Cavendish Education Group

Stage 3 The offending person has the right to appeal. He/she can write to Elizabeth Baines, Executive Principal and working with the Cavendish Education Group Directors, the decision will be final.

Should the breach of this policy be from a visitor or guest to Trinity, that person will be asked to leave Trinity immediately, and should there be a justifiable reason for believing that this behaviour will be repeated, then they will be informed in writing of that their attendance at Trinity will not be tolerated as we ensure the protection of all who work and learn at Trinity.

Thomas Furnell , Head of College

Date: November 2019

Review Date: September 2020



Elizabeth Baines, Executive Principal/Governor

Ratified 18th November 2019