

Ramsgate Holy Trinity C.E. (VA) Primary School



Equality Information and Objectives

Approved by:	Full Governing Body (20.3.2025)
Reviewed:	How the school complies with Public Sector Equality Duty reviewed March 2025
Next review due :	March 2026 (Objectives to be reviewed 2026)

This policy has been written and considered within the context of our Christian School Vision:

Every day we gather as a community of learners and leaders, recognising and nurturing each individual and their gifts. Following Jesus' example, we aspire to be inclusive, compassionate and caring, valuing curiosity and embracing challenge to prepare our children for an ever-changing world. From our first day, all and one are nourished: spiritually, emotionally, academically and physically.

Update Record

Update (Date)	Page	Signed

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1. Aims

Our school aims to meet its obligations under the public sector equality duty 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

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](#).

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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The school places such importance on equality that governor responsibility rests with the Chair and Vice Chair who will:

- Meet with staff members to discuss any issues and how these are being addressed
- Ensure they are 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 headteacher will:

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

All staff share responsibility in support the headteacher in promoting knowledge and understanding of the equality objectives throughout the school through their different roles – we each play our part in ensuring equality and countering discrimination.

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.

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 which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- 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 clubs and activities)

In fulfilling this aspect of the duty, the school will:

- Produce attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and share this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Investigate further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

Holy Trinity believe that all our Christian values stem from love and therefore hold equality for all as central to our beliefs.

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 and we will also invite external speakers to contribute
- 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
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We will seek to develop 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 those identifying as boys or girls

Equality objectives

Objective 1: *To develop a whole school approach towards the support and development of emotional resilience and mental wellbeing of staff, children and their families*

Why we have chosen this objective: At Holy Trinity we recognise the importance of good emotional and mental health and firmly believe that the foundations for good adult mental health can be established in childhood. We also know that emotionally resilient staff and parents will be better able to meet the needs of the children they care for.

To achieve this objective we plan to:

- Appointed a Wellbeing Mentor with responsibilities for
 - regular check-ins on vulnerable children (vulnerable due to anxiety or worries that may interfere with learning)
 - 1:1 support sessions for identified children to enable them to talk about their stress, worries and anxieties
 - group session for children: nurture and social skills
 - supporting identified children for short periods in class
 - providing 'time-out' for children to be able to self-regulate
- Develop regular supervision for staff – starting with leadership. All staff continue to have free access to support from Education Support, which includes counselling as well as advice services covering all aspects of life – finance included. From April, all DSLs will have professional supervision, face to face, once per term. Headteacher and SENCo now have regular supervision, offered to DHT. All staff continue to have free access to support from Education Support.
- Review and improve our Behaviour Policy, taking into account the principles of Restorative Justice. In September 2022, we joined the Nurture UK program. As a part of this, the Inclusion Lead will be carrying out an audit, and has already identified Restorative Justice as being an approach to formally introduce and develop. Training attended

March 2023, with a view to train all staff in September 2023. Alongside the introduction of OPAL, this will lead to a review of the Behaviour Policy. We have reviewed, re-written and established a new 'Relationships and Behaviour Policy' to replace our former Behaviour Policy. It is based on the principle that all behaviour is a form of communication, that consequences (rather than 'punishments') should be logical in relation to the behaviour that is being addressed and that relationships are at the heart of promoting positive behaviour. This is now in the process of becoming embedded.

- Develop a 'nurture' room to be used at breaktime and lunchtime – open to all.
- Several models have been researched, trialed and reflected upon. We currently run a hybrid model of 'drop-in' opportunities alongside timetabled sessions. There are currently 59 children on the well-being list who receive regular support, which does not include the 'incidental 'support given as needs arise. We now have three fully trained Thrive Practitioners. 1:1 and group Thrive sessions are run every afternoon, with all practitioners having dedicated time for a mixture of running sessions and leading Thrive strategically. We are a 'Thrive' school, and regularly have training. All teachers Thrive assess their class periodically, as well as individuals as needed. This has negated the need for one space to be given fully over to nurture. Implementing OPAL has also negated the need for children to have access to a dedicated space at breaktime and lunchtime, as the entire site is open for all children. We have opened an 'Early Bird Club' every morning for invited children who struggle with transition into school and require a soft landing. The well-being room remains so, but is used for a newly implemented 'Stepping Stones' learning space each morning, run for a handful of children for whom learning in the classroom is a huge barrier.
- Investigate (including costing) our ability to increase the provision of counselling for pupils – in house (e.g. training current staff to provide/ working across the collaboration to provide etc).

We now offer Drawing and Talking and Trauma Informed Practice (Wellbeing mentor now trained in both), We have secured a trainee play therapist one day a week who has a case load of pupils, as well as meeting with parents. She also meets with our Inclusion lead regularly – this is proving brilliant and is based on the needs of the children e.g. length of time for sessions can be extended. Nurture UK accreditation involving audit and action plan for whole school. We continue to work with our EWP (Emotional Wellbeing Practitioner. Inclusion lead and Well-being lead both Boxhall trained and one or both will be Thrive trained this year. We continue to offer Play Therapy once per week by facilitating a trainee, plan to retain at least ½ day per week 2025/26 when fully qualified. We work closely with EWT, referring children regularly to this service, which also supports parents. Thrive work planned to open up to parents – one practitioner trained to deliver Thrive to parents. We now have a Thrive 'team', broadening opportunities for individual as well as group sessions.

Objective 2: *To ensure that our school vision is distinctly Christian effective is the school's distinctive christian vision, established and promoted by leadership at all levels in enabling pupils and adults to flourish. To continue to embed the vision, with a particular focus on our development of Spirituality – in terms of creating opportunities to grow spiritually, to recognise when and where we **have** grown spiritually, and in being able to talk about and articulate how we have grown spiritually.*

Why we have chosen this objective: To retain at least Judgement 1 in the next SIAMS inspection Outcome of inspection identifies this as an area to develop – as had we in our SIAMs SEF.

To achieve this objective we plan to:

- **Develop a Christian Vision, involving all stakeholders**
 - Vision has been developed with all stakeholders and is now embedded across the community.
- **Establish a Bible Story that demonstrates this Vision**
 - Bible story (Feeding of the 5000) is understood by all to be the school's story that best expresses our vision and who we both are and strive to be.
- **Ensure that all stakeholders know what the Vision is**
 - Regularly shared, displayed in school, referred to in Governor meetings
- **Use it to guide all decisions, policies, procedures and interactions, so that the school lives and breathes its vision – enabling all children and adults to flourish**
 - Extremely positive and highly successful SIAMs inspection in November 2024, the inspection found that the school was 'living up to its foundation as a Church school, and is enabling pupils and adults to flourish'.

Updated March 2023/24

Updated March 2025

9. Monitoring arrangements

The governing body will update the equality information we produce at least every year.

This document will be reviewed by 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