



Trinity Church of England/Methodist Primary School

— BUCKSHAW VILLAGE —

*Headteacher:* Mrs Jill R Wright

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# **Trinity CE Methodist Primary School, Buckshaw Village**

## **Equality information and objectives**



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<b>Approved by:</b>	Governors' Curriculum	<b>Date:</b> 29 <sup>th</sup> April 2025
<b>Last reviewed on:</b>	May 2025	
<b>Next review due by:</b>	May 2027	



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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, harassment, victimisation and other conduct that is prohibited by or under the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic<sup>1</sup> and people who do not share it
- Foster good relations across all characteristics – between persons who share a protected characteristic and persons who do not share it

Our school aims to promote respect for difference and diversity in accordance with our Christian values, enabling all children to live life in all its fullness.

## 2. Legislation and guidance

This document meets the requirements under the following legislation:

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<sup>1</sup> The relevant protected characteristics are—

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.



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- [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
- 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 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

The designated member of staff for equality (Assistant Headteacher) will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the headteacher in identifying 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The school has a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.



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## 5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to:

- Remove or minimise disadvantages suffered by persons which share a relevant particular characteristic that are connected to that characteristic (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Take steps to meet the particular needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

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

- Publish 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 publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## 6. Fostering good relations

Trinity aims to foster good relations between those who share a protected characteristic and those who do not share it by tackling prejudice and promoting understanding. To do this we aim to:

- 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



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- 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

Trinity CE/Methodist Primary School ensures it has due regard to equality considerations whenever significant decisions are made.

Trinity CE/Methodist Primary 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

## 8. Equality objectives

### Objective 1

To develop practice so that all children succeed (EAL, pupil premium, SEN).

Why we have chosen this objective: identified in data analysis

To achieve this objective we plan to closely monitor progress and implement intervention and support to address these gaps in identified children's learning.

### Objective 2

To develop a positive growth mindset within all children as a fundamental building block that impacts on children's progress and development.

Why we have chosen this objective: to address gaps in self esteem, resilience and determination and to encourage all children to believe that they can achieve and thrive.

To achieve this objective it will be a key focus within school, embracing new Trinity affirmations that are taught and used on a daily basis throughout school. Through training and activities to promote this alongside rewards and acknowledgement for developing this attitude, the impact will be seen through the progress that all children make across school.

## 9. Monitoring arrangements

The headteacher will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by the governing board at least every 4 years.



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## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment