



Trinity St Mary's CE Primary School



Equality, Diversity and Inclusion Policy

Equality Information and Objectives 2025–2028

Vision and Ethos

At Trinity St Mary's CE Primary School (TSM), our vision is rooted in our Christian values and the belief that every child is uniquely created and deeply valued. Inspired by 'Love God with all of your heart, your soul, your strength, your mind and love your neighbour as yourself' Luke 10:27, we are committed to ensuring that all members of our school community are able to flourish. We strive to create a nurturing, inclusive environment where diversity is celebrated, differences are respected and all individuals are treated with dignity. Inclusion is central to our mission: every child, regardless of background or need, is supported to achieve their full potential.

Aims

- ✚ Ensure equality of opportunity for all pupils, staff and families;
- ✚ Eliminate discrimination, harassment and victimization;
- ✚ Promote positive attitudes towards diversity and inclusion;
- ✚ Remove barriers to learning, participation and achievement;
- ✚ Foster a strong sense of belonging within our school community.

Protected characteristics include:

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

School Context

TSM serves a diverse and vibrant community. Key characteristics include:

- ✚ High levels of disadvantage and deprivation within the local area.
- ✚ A significant proportion of pupils eligible for Free School Meals.
- ✚ A high percentage of pupils with Special Educational Needs and Disabilities (SEND).
- ✚ A large number of pupils with English as an Additional Language (EAL).
- ✚ A multi-faith and multicultural school population.

Our inclusive ethos ensures that diversity is recognised as a strength that enriches learning and relationships

Equality Information

The school gathers and analyses information to ensure fairness and equality across all areas of provision. This includes monitoring:

Pupil Achievement:

- ✚ Progress and attainment across different groups including disadvantaged pupils, SEND pupils and EAL learners.
- ✚ Closing attainment gaps through targeted support and adaptive teaching.

Participation and Engagement:

- ✚ Attendance and persistent absence across groups.
- ✚ Participation in leadership roles, enrichment activities and wider opportunities.

Behaviour and Wellbeing:

- ✚ Behaviour incidents, exclusions and safeguarding data.
- ✚ Pupil voice, wellbeing surveys and pastoral monitoring.

Staffing and Professional Development:

- ✚ Fair recruitment practices.
- ✚ Equal access to training and career development opportunities.
- ✚ Staff wellbeing and inclusion.

Analysis of this information informs school improvement planning and ensures equitable outcomes.

How We Promote Equality

- ✚ TSM promotes equality through:
 - ✚ An inclusive curriculum reflecting diverse cultures, faiths and worldviews.
 - ✚ High expectations for all pupils regardless of background or need.
 - ✚ Adaptive teaching and targeted interventions.
 - ✚ Strong safeguarding and pastoral systems. Collective worship and Religious Education that promote respect, understanding and shared values.
 - ✚ Positive behaviour approaches rooted in restoration and reconciliation.
 - ✚ Close partnership with families, church and external agencies.

Legal Framework

This policy is underpinned by the Equality Act 2010, the Public Sector Equality Duty, the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, the Children and Families Act 2014, the SEND Code of Practice, Keeping Children Safe in Education, and Department for Education guidance on school publication requirements.

Under the Equality Act 2010, the school has due regard to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not.

Roles and Responsibilities

Governors have strategic oversight for equality compliance and monitoring progress against these objectives.

The **Headteacher** provides leadership, ensures implementation of this policy and reports to governors on progress.

All staff are responsible for inclusive practice, adaptive teaching, safeguarding and challenging discriminatory behaviour or language.

Pupils are expected to treat others with kindness and respect and contribute to a positive, inclusive school culture.

Inclusive Practice

We promote inclusion through a broad, balanced and ambitious curriculum, high expectations for every pupil, early identification of need, reasonable adjustments, targeted support, and strong partnerships with parents, carers and external agencies.

We pay particular attention to pupils who may face barriers to achievement, including those with SEND, English as an additional language, disadvantage, irregular attendance, or social, emotional or mental health needs.

Equality Objectives (2025 - 2028)

Objective 1: Improve early reading outcomes by July 2028 for summer-born pupils (without SEND) and pupils with English as an additional language, particularly in Reception and Year 1 phonics.

Success indicators:

- year-on-year increase in phonics outcomes for summer-born pupils without SEND
- year-on-year increase in phonics outcomes for pupils with EAL
- narrowed internal gaps between these groups and other pupils nationally/in school
- improved Reception early language and literacy readiness measures

How we will achieve this:

- termly tracking of Reception and Year 1 pupils in phonological awareness, oral language, decoding and reading fluency
- early identification of pupils at risk of underachievement, including summer-born pupils and pupils new to English
- targeted phonics interventions and same-day keep-up support
- high-quality vocabulary and oracy development
- parent workshops and home-reading support
- regular lesson visits and coaching to secure consistency in phonics teaching
- close transition work between Nursery/Reception/Year 1 where applicable

Objective 2: Sustain and strengthen outcomes for disadvantaged pupils at KS2 and improve progress and curriculum access for pupils with SEND and EAL.

Success indicators:

- disadvantaged pupils continue to perform at or above national disadvantaged averages at KS2
- increasing percentages of EAL and SEND pupils meet individual end-of-year targets
- improved rates of progress for EAL and SEND pupils from starting points
- evidence that adaptive teaching and reasonable adjustments support curriculum access

How we will achieve this:

- half-termly pupil progress meetings with a sharp focus on disadvantaged, EAL and SEND pupils
- targeted pre-teaching and explicit vocabulary instruction
- effective use of assessment to identify precise barriers
- high-quality adaptive teaching rather than over-reliance on withdrawal
- graduated SEND support in line with the SEND Code of Practice
- use of interventions with entry/exit data
- pupil voice and parent meetings to refine support
- regular review of curriculum accessibility, scaffolds and reasonable adjustments

Objective 3: Improve attendance and reduce persistent absence, especially for disadvantaged pupils and pupils with SEND.

Success indicators:

- improved whole-school attendance
- reduced persistent absence for key pupil groups
- reduced year-group variation in attendance
- documented early help and family support where attendance concerns persist

How we will achieve this:

- weekly monitoring of attendance, lateness and persistent absence
- early contact with families where concerns emerge
- supportive attendance plans for identified pupils
- joined-up work between pastoral, SEND and safeguarding leads
- barriers-based responses, including support for anxiety, medical need, transport or family challenge where appropriate
- celebration of improved attendance and strengthened pupil belonging
- governor oversight of attendance trends and vulnerable groups

Objective 4: Promote respect and an inclusive culture by developing pupils' understanding of diversity and ensuring all prejudice-related incidents are identified and addressed consistently.

Success indicators:

- staff confidence in identifying and responding to discriminatory or prejudicial language/incidents
- age-appropriate pupil understanding of difference, respect and belonging
- clear records and follow-up for any prejudice-related incidents
- pupil survey evidence that children feel safe, included and respected

How we will achieve this:

- inclusive curriculum planning with representation across faiths, cultures, families and lived experiences
- regular RSHE, RE, collective worship and PSHE opportunities that promote dignity and respect
- staff training on protected characteristics, inclusive language and prejudice-related incident response
- review of behaviour, anti-bullying and safeguarding systems to ensure consistency
- pupil voice, school council and worship/values work to promote belonging
- governor monitoring of incident patterns and school response

Monitoring and Accountability

Progress towards these objectives will be reviewed annually by senior leaders and governors. Equality information will be published on the school website and updated regularly. The objectives will be formally reviewed within four years or sooner if required.

Accessibility

The school is committed to improving access to the curriculum, the physical environment and written information for disabled pupils and adults. This is supported through the school's Accessibility Plan.

This policy will be reviewed every four years or sooner if there are significant changes in legislation, guidance or school context.