



Holy Trinity Church of England Primary Schools

Equality & Diversity Policy

*'Loved by God and one another, Holy Trinity is a welcoming community of faith, where we learn and flourish together.
Each day opens up horizons of hope, aspiration and joy!'*



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Policy Review	18.03.2027	LAC

Equality & Diversity Policy

Rationale

Holy Trinity Church of England Primary School is committed to creating a welcoming community of faith, where pupils can learn and flourish together. Each day opens up new opportunities, a fresh start bringing horizons of hope, aspiration and joy! Holy Trinity is a totally inclusive school: as such we will not tolerate discrimination on entry by gender, race, religion, disability or special educational needs. We actively seek to remove barriers to learning, provide equality of opportunity and secure a high expectation strategy to support and challenge all our learners. Each person in our school is given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. Our Equality and Diversity Policy is designed to support the way in which all members of our school can learn and flourish together.

At Holy Trinity Church of England Primary School, we are aware that those involved in the leadership of the community are instrumental in demonstrating mutual respect between all members of our community. There should be an open, invitational atmosphere which welcomes everyone. Pupils are encouraged to greet visitors to the school with friendliness and respect. The displays in school reflect diversity across all aspects of equality of opportunity. Physical access to and within the school for pupils and adults with visual and physical impairments is good and closely monitored. Provision is made to cater for the spiritual needs of all the pupils through planning of collective worship and classroom activities.

This policy statement outlines the commitment of the staff and Local Academy Council of Holy Trinity Church of England Primary School to ensure that equality of opportunity is available to all members of our community. Our policy outlines our commitment to integrate equality and diversity into all that we do and incorporates the statutory duties as a school, an employer and a service provider. This policy shares our vision to create an environment where all people who are part of our school's community feel comfortable and safe, and where the needs of that community are well understood and provided for.

The staff and Local Academy Council of Holy Trinity Church of England Primary School are committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all pupils and families. We also value our staff and are committed to good employment practice.

Holy Trinity Church of England Primary School seeks to ensure that no member of the community, or any person through their contact with the school, will receive less favourable treatment on the grounds of a protected characteristic. These characteristics include race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, socio-economic background or living situation. In this, we include all members of the extended school community – pupils, staff, governors, families, parents, carers, religious leaders and others from our local community. All visitors to the school are also expected to adhere to this policy.

The implementation of the policy is the responsibility of all individuals within the school community. The responsibility for keeping the issue of equal opportunity at a high level of priority at all times and in all areas, is that of the Headteacher. Curriculum Subject Leaders are responsible for ensuring that equal opportunities are identified and are priorities within their subject area.

Agreed definition of equality

At Holy Trinity Church of England Primary School, we understand equality to mean treating everyone with equal dignity and worth, valuing their particular characteristics such as their age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances.

We acknowledge that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people, especially children and young people, can do and can be. We recognise that inequality can be experienced in a variety of ways such as through outcomes, access to services, the degree of independence to make decisions affecting lives and inequality of treatment, including in relation to employment, through direct and indirect discrimination or disadvantage imposed by other individuals, groups, institutions or systems intentionally or inadvertently.

All members of the school community should be aware that every individual has the right to be considered of equal value and be given equal opportunities regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex or sexual orientation. In the context of our Federation, we feel the most appropriate definition is that:

'Equal opportunity is the right of everyone to equal chances, and each individual is respected for who they are.'

Our Guiding Principles in fulfilling the legal obligations.

1. All members of the school and wider community are of equal value.

We see all members of the school and wider community of equal value.

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or socio-economic circumstances
- Whichever their gender and sexual orientation
- Whatever their age

2. We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life experience, outlook and background, and in the kinds of barriers and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made.
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised.
- Gender, so that the different needs and experiences of girls and boys, women and men are recognised.
- Lesbian, gay, bisexual and transgender people so that the different needs and experiences of prejudice are addressed.
- People of different ages and generations, so reasonable adjustments are made and experiences recognised.

3. We foster positive attitudes, relationships and a shared sense of cohesion and belonging

Our policies and curriculum promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people.
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents.
- Mutual respect and good relations between boys and girls, women and men, and an absence of sexual and homophobic harassment.
- Positive intergenerational attitudes and relationships.

4. We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people.
- People of different ethnic, cultural and religious and socio-economic backgrounds.
- Girls and boys, women and men.
- Lesbian, Gay, Bisexual and Transgender.
- Age (where appropriate).

5. We will not tolerate discriminatory behaviour and the use of prejudiced language

It is the responsibility of all members of our community to challenge any perceived discriminatory behaviour and use of prejudice. All perceived incidents will be reported in line within Leeds Diocesan Learning Trust policies. We discourage discriminatory behaviour by pupils, staff, parents, carers or visitors to school and will take appropriate action. Displaying of openly racist insignia, distribution of racist material, name-calling, or threatening behaviour are unacceptable on or around the school premises and will be dealt with in the strongest manner.

Guidance in responding to homophobic, biphobic, transphobic and other prejudiced language and challenging gender stereo typing will be disseminated to all staff as part of their induction.

6. We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values.

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or socio-economic circumstance
- Whichever their gender and sexual orientation
- Whatever their age.

At Holy Trinity Church of England Primary School we offer a consistently welcoming culture for all our pupils under the gospel mandate to 'love your neighbour as yourself.' The school believes in protecting our pupil's self-worth and their ability to achieve without being impeded by being bullied because of their perceived or actual sexual orientation or gender identity. It is the duty of this school to challenge all types of discriminatory behaviour such as:

- unwanted attentions (verbal or physical)
- unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender).

The school has a clear, agreed procedure for dealing with incidents of harassment and bullying.

Equality Objectives 2025-2026

- To ensure equality of provision for EAL pupils and those new to the country.
- To diminish gender difference in attainment by raising the attainment and achievement in reading and writing for EAL pupils.
- To diminish gender difference in attainment by raising the attainment and achievement of boy's reading and writing.
- To continue to embed strategies to encourage girls participation in extra curricula sports

The successful implementation of these equality objectives at Holy Trinity will have a significant positive impact on the school community. By raising the attainment and achievement of girls in maths, we will be able to diminish the gender gap and ensure that all pupils, regardless of their gender, have equal opportunities to succeed in this important subject. Increasing the participation of girls in extracurricular team sports will not only promote physical and mental well-being but also foster a sense of belonging and community among our female pupils. Additionally, by ensuring equality of provision for EAL pupils and those new to the country, we will be able to support their learning and integration, helping them to feel valued,

respected, and able to thrive in our school environment. These objectives align with our school's vision and values, which are grounded in a clear theology and a deep-rooted belief in loving God and one another. By addressing these areas of inequality, we will be living out our foundation as a Church school and ensuring that everyone in our community is able to flourish. The successful completion of these objectives will not only benefit the individual pupils but will also contribute to the overall improvement of our school, as outlined in our school improvement priorities.

Legislation we are bound by the legal requirements of the following legislation:

1. The Equality Act 2010

The Equality Act 2010 consolidates existing law into a single legal framework. It updates, simplifies and strengthens the previous legislation and provides a modern, accessible framework of discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

2. The Equality Duty

As part of the Equality Act 2010, a new general public sector equality duty came into force in April 2011. This duty states that public bodies (which includes schools), must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups
- Foster good relations between different groups

The equality duty replaces the race, disability and gender equality duties and covers age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.

Who is protected under the Act?

Schools have obligations under the Act as:

- Employers
- Bodies which carry out public functions
- Service providers.

Therefore, Holy Trinity Church of England Primary School will make provision for the following groups of people:

- Employees
- Prospective pupils (in relation to admissions arrangements)
- Pupils at the school (including those absent or temporarily excluded)
- Former pupils (if there is a continuing relationship based on them having been a pupil at the school)
- Families and groups who might use the school for community use.

Protected characteristics

The Act makes it unlawful to discriminate against people on the basis of 'protected characteristics'.

Holy Trinity Church of England Primary School recognises protected characteristics as:

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

The category of age, which is covered as part of the equality duty, does not apply to education and service provision in schools.

Unlawful discrimination is defined in the Act as:

- Direct discrimination (including discrimination based on perception or association)
- Indirect discrimination
- Discrimination arising from disability

- Failure to make reasonable adjustments (for disabled people)

The Equality Act 2010 also protects people from:

- Harassment, in relation to disability, race and sex, and victimisation

A protected act is:

- Making a claim or complaint of discrimination under the Act
- Helping someone else make a claim by giving evidence or information
- Making an allegation that the school or someone else has breached the Act
- Doing anything else in connection with the Act.
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Pupils must not be victimised because their parent, sibling or friend has carried out a protected act. Schools must also not victimise parents who make complaints.

Positive Action

The Act contains provisions which enable schools to take 'positive action' i.e. provide additional benefits to pupils with protected characteristics, to address any disadvantage they may face. Positive action is not the same as positive discrimination, which would be providing preferential treatment for a particular disadvantaged pupil/group of pupils, which exceeds the positive action conditions. This policy notes that it is never unlawful to treat disabled pupils (or applicants) more favourably than non-disabled pupils (or applicants). That is, a school is permitted to positively discriminate in favour of disabled pupils (applicants).

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupil's access to a balance of male and female staff at both schools. We undertake to encourage the career development and aspirations of all individuals. It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

Harassment and Bullying

Addressing Prejudice and Prejudice-related Bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia

We take seriously our obligation to report to the Local Academy Council, Leeds Diocesan Learning Trust and Local Authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with in line with existing and future legal requirements.

Roles and Responsibilities

All who are associated with Holy Trinity Church of England Primary School have a responsibility for promoting equality and inclusion and avoiding unfair discrimination. The governing body is responsible for ensuring that the school complies with current legislation, and that this policy and its related procedures and strategies are implemented. A dedicated member of the Local Academy Council has responsibility for Equality of Opportunity.

Governors in partnership with the Headteacher are responsible for:

- Providing leadership and drive for the development and regular reviews of the school's Equality and Diversity Policy.
- Highlighting good practice and promoting it throughout the school and wider community.
- Providing appropriate role models for staff, pupils, parents and all other stakeholders.

- Ensuring a consistent response to incidents e.g. bullying cases and racist incidents.
- Ensuring this policy and its procedures are followed.
- Ensuring the school complies with all current equality legislation and guidelines.

The Headteacher is responsible for:

- Dealing with and monitoring reports of harassment and discrimination, including, racist and homophobic incidents.
- Recording racial incidents and reporting them to Local Authority following established procedures and guidelines.
- Monitoring sexist or homophobic incidents recorded on CPOMS.
- Ensuring a consistent response to incidents e.g. bullying cases and racist incidents.
- Ensuring that staff are trained as necessary to carry out the policies.
- Monitoring the progress and attainment of vulnerable groups of pupils.
- Monitoring exclusions.

The Deputy Headteacher in partnership with the Headteacher is responsible for:

- Initiating and overseeing the development and regular review of equality policies and procedures.
- Consulting pupils, staff and stakeholders in the development and review of the policy.
- Ensuring effective communication of the policy to all pupils, staff and stakeholders.
- Monitoring sexist or homophobic incidents recorded, and action taken by staff, and where necessary, support staff to plan and deliver lessons aimed at helping pupils understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Providing appropriate role models for all staff and pupils.
- Providing opportunities and mechanisms for the sharing of good practice.

All staff are responsible for:

- Proactively following this policy and associated guidelines.
- Providing role models for pupils through their own actions.
- Promoting an inclusive and collaborative ethos in their classroom.
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances.
- Challenging and dealing with any prejudice-related incidents that may occur and recognising and tackling other forms of bias and stereotyping.
- Identifying and challenging bias and stereotyping in the curriculum.
- Keeping up-to-date with equalities legislation relevant to their work and taking learning opportunities offered to them.

Pupils are responsible for:

- Treating others kindly and fairly without prejudice, discrimination or harassment.
- Engaging in their own learning as well as helping other pupils to learn.
- Reporting to staff about any prejudiced related incidents that occur.

Breaches of the policy

Breaches of this scheme will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and Local Academy Council.

Learning Environment

- There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.
- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- All adults in the school provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school places a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work (see SEND and Inclusion policies).
- The school provides an environment in which all pupils have equal access to all facilities and resources.
- All pupils are actively involved in their own learning.
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.

The taught curriculum

At Holy Trinity Church of England Primary School, we aim to ensure that our planning reflects our specific commitment to equality of opportunity in all subject areas and cross curricular themes in line with the National Curriculum. All planning takes account of the differing needs of pupils and their progression. We have a commitment to evaluate our curricular outcomes; this monitoring is carried out by the Headteacher supported by the Senior Management Team.

Resources and Materials

The provision of good quality resources and materials within Holy Trinity Church of England Primary School is a high priority.

These resources should:

- Reflect 'the reality of an ethnically, culturally and sexually diverse society'.
- Reflect a variety of viewpoints.
- Show positive images of males and females in society including people with disabilities.
- Reflect non-stereotypical images of all groups in a global context.
- Include materials to raise awareness of equal opportunity issues.
- Be equally accessible to all members of school community consistent with health and safety.
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials. Our materials seek to promote all areas of equality.

Language

We recognise that it is important at Holy Trinity Church of England Primary School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes.
- Does not offend.
- Creates and enhances positive images of particular groups identified at the beginning of this document.
- Creates the conditions for all people to develop their self-esteem.
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather than Eskimo, Native Americans rather than Red Indians.

Organisation of Learning

When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity:

- Helping pupils to learn to understand others.
- Valuing diversity whilst also promoting shared values.
- Promoting awareness of human rights and to apply and defend them.
- An effective voice and involvement of pupils through school and class council and discussion.
- Developing the skills of participation and responsible action.

At Holy Trinity Church of England Primary School, we recognise our environment may not reflect national cultural diversity, and we are conscious of the need to provide firsthand experiences for the pupils to encounter people from other cultures. We ensure that we provide:

- Lessons across the curriculum that help pupils to value differences and to challenge prejudice and stereotyping.
- Curriculum based activities whereby pupils' understanding of community and diversity is enriched through visits and meetings with members of different communities.
- Opportunities for discussing issues of identity and diversity across the curriculum.
- An international dimension to our curriculum planning and delivery.

Extra-curricular provision

At Holy Trinity Church of England Primary School, we provide equal access to all activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever possible. We plan to undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity by providing them with written guidelines drawn from this policy. We ensure that all such non-staff members who have contact with children adhere to these guidelines.

Provision for Bilingual pupils

Holy Trinity Church of England Primary School makes appropriate provision for all bilingual groups to ensure access to the whole curriculum. These groups may include:

- Traveller children
- Those from refugee families
- Pupils whose home language is not a standard form of English
- Pupils for whom English is an additional language.

Parents and the Wider Community

We aim to work in partnership with parents to help all pupils to achieve their potential. We wish to affirm our continuing commitment to reach out to other diverse groups within our immediate community and beyond. We are situated within a city which offers sanctuary. We explore ways in which our pupils have opportunities to welcome our neighbours.

Monitoring and Review

Equality of opportunity is identified as an area requiring careful and on-going monitoring. The person on the staff responsible for co-ordinating the monitoring and evaluation of the policy is the Headteacher and Local Academy Council.

As part of the monitoring and evaluation procedure, we monitor:

- The attainment of pupils with protected characteristics and those from vulnerable groups and address any issues of differential progress and achievement.
- Teaching and learning to ensure all pupils' needs are met irrespective of their background and that challenging targets are set for all the curriculum and teaching resources to ensure that pupils experiences are broadened, and they are prepared for life in a diverse society.
- The protected characteristic composition of the school staff and Local Academy Council with the aim of presenting positive role models and reflecting the diversity in wider society.
- Incidents of racist and homophobic behaviour and the way the school handles and reports them.
- How the school is sensitive to, and meets the needs of all stakeholders, paying particular regard to cultural, religious and ethnic heritages.
- How the school uses the diversity within its local and wider communities to enrich learning experiences for pupils.