



Triangle C of E Primary School
Equality Statement, Objectives and Action Plan



Agreed November 2023
To be reviewed September 2024, 2025 and 2026
To be renewed September 2026

Objectives

Triangle C of E Primary School is committed to providing an environment and curriculum which allows for access to a safe place, a quality education and the development of all individuals. We are committed to ensuring equality of education and opportunity for all stakeholders irrespective of race, gender, disability, belief, religion, need and/or social-economic background. We value and include all pupils, staff, parents and visitors. We take positive action in relation to the Equality Act 2010 and to developing a culture of inclusion, support and awareness. All reasonable adjustments are made where possible. Where required, we seek further advice and support from relevant professionals. Our main objectives for this cycle are:

1. To ensure that everyone is treated fairly and with respect.
2. To ensure that our school is a safe, secure and stimulating place for all stakeholders.
3. We recognise that people have different needs and we understand that treating people equally does not always involve treating them exactly the same.
4. We recognise that for some individuals additional support is required to help them to thrive, achieve and be successful.
5. We offer opportunities so that all stakeholders are asked for their opinions and are involved in decision making.
6. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation. We continue to raise awareness of protected characteristics.

As a school we have identified four key areas to target within this cycle to further enhance our offers, provision and access. These can be found in our action plan that follows.

Equality Information (November 2023)

The Equality Act 2010 protects people from discrimination based on protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatments.

In order to ensure that individuals are protected from discrimination, the school collects information on protected characteristics. The following provides an overview of this information. It may be possible to identify individuals from the information provided when the number in that group are particularly low and therefore the information is sensitive personal information. In these cases we have identified this with an asterisk *.

Number of pupils on roll: 186

Age of Pupils: 4 to 11 Years Old

Gender ratio: Female: 54.3% (101) Male: 45.7% (85)

Key Pastoral Factors

Pupils eligible for Free School Meals (FSM): 10.2% (19)

Pupils eligible for Pupil Premium Funding: 11.8% (22)

Children Looked After: 1.6% (3)

Pupils with Special Educational Needs and/or Disability (SEND): 14.5% (27)

Pupils with Medical Needs: 20.9% (39)

Pupils with English as an Additional Language: 3.8% (7)

Young Carers: 0% (0)

Ethnicity

White British 86.6%

Other 3.2%

Black African 2.7%

Chinese 2.1%

Black Caribbean 1.6%

Asian 0.5%

Irish 0.5%

Refused 3.2%

Publication of equality information

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

1. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. Foster good relations between people who share a protected characteristic and people who do not share it.

We collect and use equality information to effectively meet the general equality duty. Where relevant and proportionate we can publish/share this information.

Public Sector Equality Duty

At Triangle C of E Primary School we are committed to promoting equality of opportunity, eliminating discrimination and harassment, valuing diversity and promoting positive relationships. Our values reflect our commitment to the pupils, parents, staff and visitors. Our pupils are provided with high quality learning opportunities so that each individual attains and achieves in order to fulfil their potential. Where possible, enrichment opportunities are utilised to provide children with varied and exciting experiences. Our safe, accessible, inclusive and inspiring environment supports individual access and well-being, as well as developing confidence and self-esteem. We are truly committed to inclusion and everyone in our school is important and included; this incorporates pupils, parents, staff and visitors. An ethos of care, consideration and trust is promoted through our Christian values where every member of our school community feels that they truly belong and are valued.

This information describes how the Governing Body of Triangle C of E Primary School intends to fulfil its responsibilities under the Public Sector Equality Duty. We will have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations;
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality
- Develop equality objectives to meet the specific duties;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations between people who share a protected characteristic and those who do not share it.

We will collect and use equality information to help us to:

- Identify key issues
- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively;
- Assess whether any unlawful discrimination is apparent when carrying out any of our functions.
- Identify what the key equality issues are for our organisation.
- Assess performance
- Take action

The equality duty supports education and improves pupil outcomes. It helps us as a school to identify priorities. It does this by requiring us to collate evidence, take a look at the issues and consider taking action to improve the experience of different groups of pupils. This helps us to focus on what can be done to tackle these issues and to improve outcomes by developing measurable equality objectives. Our school is committed to equality both as an employer and a service-provider. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We aim to eliminate discrimination and advance equality of opportunity by:

- Adoption of our Equality Policy and setting our Equality Targets
- Our policies around behavior and conduct ensure that all individuals feel safe in school and addresses any prejudicial bullying and/or incident.
- Reporting, responding to and monitoring all racial incidents.
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils, celebrates diversity and challenges negative stereotyping.
- Teaching, resources and curriculum access are of the highest quality to ensure that individuals can reach their potential and that all individuals are given equal entitlement to success.
- Tracking pupil progress to ensure that all children make at least expected progress and intervening where necessary.
- Ensuring that all pupils can access extra-curricular provision.
- Asking for, listening to and monitoring the views and experiences of our stakeholders to evaluate the effectiveness of our policies and procedures.

Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

- We signpost quality training opportunities.
- We seek external advice from external professionals
- We promote positive links with our pupils, parents/carers, staff and community.
- We offer and promote access to enrichment opportunities
- Specific targeted support where appropriate.
- Regular meetings with parents.
- ILDP and Annual Reviews for any pupil with additional needs
- Access to a wide range of resources stored in an easily accessible central locations
- We work with other settings, including local nurseries and schools, to ensure a child's transitions into Triangle is positive.
- We enable all pupils to learn about the experiences and discriminatory attitudes of others, including those in with protected characteristics.
- We ensure that the curriculum we deliver and resources we utilise include a wide, diverse population.

We are required to publish equality information as well as equality objectives, which show how we plan to reduce or remove particular inequalities or disadvantages. This information is reviewed and updated annually.

Triangle Equality Targets 2023-2026

We take pride in our inclusive ethos and delivery whilst recognizing that there will always be areas to develop further. Attached is a set of actions showing how the school will address the priorities identified.

3. Attainment

To minimise attainment gaps.

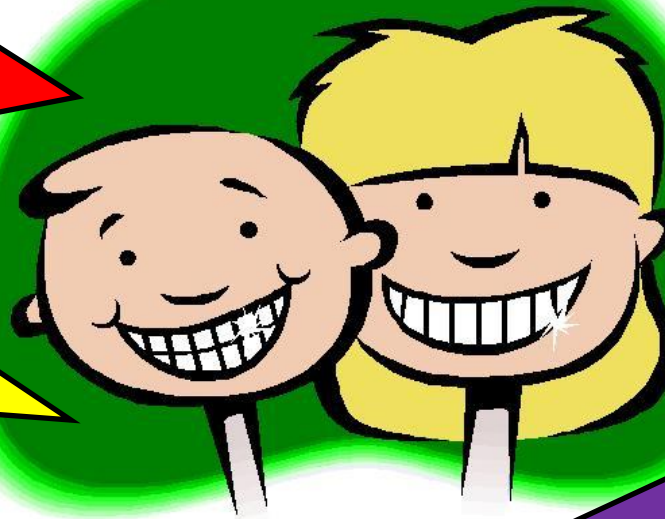
We work to raise standards for all pupils and believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school. We seek to close any gap in pupil achievement.

2. Cultural Development

To promote cultural development and wider understanding through a rich range of experience, both in and beyond the school

1. Identity

To ensure that all stakeholders feel positive about their own identity and contributions, recognising the value that they and others bring to the diversity within our community.



4. Understanding Equality

To increase understanding of equality and empathy with others by tackling prejudice in relation to protected characteristics. This will be done through direct teaching across the curriculum, whilst also identifying and responding to incidents.

5. Mental Health and Wellbeing

To increase awareness of their own and others mental health and well-being.

Where appropriate linking in to protected characteristics in order to develop understanding, empathy and compassion.

<u>Action Plan</u>					
Target	Action	Timescale	Approximate cost	Person(s) responsible	Review Annual Updates
<p>1. <u>Identity</u> To ensure that all stakeholders feel confident and positive about their own identity and recognise the value of their own and others contributions within the community. We seek to foster a shared sense of cohesion and belonging, through developing positive attitudes and relationships. We want all members of our school community to feel a sense of belonging.</p>	<p>Focus on self-identity, what makes you you, celebration of similarities and differences and community cohesion</p> <ul style="list-style-type: none"> - Embedded within curriculum, with a particular focus on PHRSE - Focus assemblies - Reflection questions share in class assemblies - Utilize celebration/diversity and/or inclusion weeks e.g. Love work with K. Lycett <p>Increase visual awareness and prompts in and around school.</p> <p>Increase focus in school newsletter and Class Dojo posts.</p> <p>Increase communication with wider community. Consider what we contribute and what they can contribute.</p> <p>Get involved with local people, places and events.</p>	Sep 2024	£1000	G.Davies J. Allan G. Steele C. Quirolo J. Barlow K. Lycett	
<p>2. <u>Cultural Development</u> To promote cultural development and wider understanding through a rich range of experience, both in</p>	<p>Headteacher to identify specific opportunities that are available and offer out opportunities to all, groups and individuals where appropriate e.g. theatre trips.</p> <p>Celebrate cultural events throughout each year thorough activities, gatherings, assemblies and collective worship.</p>	Sep 2025	£1500	Headteacher to lead G. Davies All teaching staff	

and beyond the school	<p>All staff to explore and embed diverse cultural opportunities e.g. trips, workshops, resources, displays, books.</p> <p>Opportunities embedded within curriculum, provision and resources utilised, with a particular focus on the RE and PHRSE curriculums.</p> <p>Increase visual displays around school to represent school and community populations.</p>			All learning support staff	
<p><u>3. Attainment</u> To minimise attainment gaps between groups. We work to raise standards for all pupils and believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school. We seek to close any gap in pupil achievement.</p>	<p>All staff have the highest expectations of every individual within our care.</p> <p>Staff to identify any barriers for progress and attainment, embedding provision/resources where possible to overcome.</p> <p>Ensure staff have access to quality CPD and training opportunities.</p> <p>Track and monitor every child to ensure good progress. Assessment lead/Deputy Head to explore assessment/tracking systems.</p> <p>All data to be recorded on school trackers termly.</p> <p>Data analysed by assessment lead/Deputy Head. Report shared with school staff, Head and Governors.</p> <p>23/24 Current focus is that boys and girls will achieve equally high levels and will make equally good progress regardless of whether or</p>	Sep 2026	£5000	All teaching staff Data analysis by Deputy Head J. Allen	

	not they are disabled, and regardless of their ethnicity, culture, national origin or national status, their religious or non-religious affiliation or faith background and whatever their sexual orientation.				
<p><u>4. Understanding Equality</u> To increase understanding of equality and empathy with others by tackling prejudice in relation to the protected characteristics. This will be done through direct teaching across the curriculum. Whilst also identifying and responding to racist or homophobic incidents.</p>	<p>Increase staff, pupils, parent/carer and community awareness. Embed opportunities for increasing knowledge, understanding and awareness. Utilise CPD and training opportunities.</p> <p>Ensure all stakeholders are aware of protected characteristics, expected attitudes and behaviours, zero tolerance approach to disrespectful and/or other negative behaviours.</p> <p>Ensure staff are equipped to deal with and challenge prejudice and discrimination.</p> <p>Ensure secure and appropriate recording system for incidents and follow ups.</p> <p>Opportunities embedded within curriculum, provision and resources, with a particular focus on the PHRSE curriculum.</p>	Sep 2024	£1500	<p>To lead G. Davies J. Allen G. Steele</p> <p>All teaching staff</p> <p>All support staff</p>	
<p><u>5. Mental Health and Wellbeing</u> To increase awareness of their own and others mental health and well-being. Where appropriate linking in to protected characteristics in order to develop</p>	<p>Appoint Senior Mental Health Lead.</p> <p>Complete training.</p> <p>Create specific MH and WB action plan. Ensure protected characteristics are incorporated.</p> <p>MH and WB questionnaires for staff, pupils, parent/carers and governors. Responses analysed. Actions prioritised.</p>	July 2025	£1500	<p>Lead G. Steele K. Mills</p> <p>All teaching staff</p> <p>All support staff</p>	

<p>understanding, empathy and compassion.</p>	<p>Lead to meet regularly with MH and WB governor to share current status, outcomes and next steps.</p> <p>Increase visuals in and around school to raise awareness.</p> <p>Provide signposting opportunities to stakeholders related to MH, WB and protected characteristics.</p> <p>Opportunities embedded within curriculum, provision and resources, with a particular focus on the PHRSE curriculum.</p>				
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In support of meeting our targets, we rigorously track the progress of all children, including our vulnerable groups, so that we can identify the impact of our teaching and support on children’s development. At Triangle C of E Primary School we have systems for monitoring standards and challenging any underperformance; our responsibility in this equality duty is scheduled as part of this process

Should you require any additional information please do not hesitate in contacting our Headteacher , Mr Gavin Davies. Alternatively you may contact our Chair of Governors, Mr Ashley Evans.

Next review due September 2024

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