

## Trinity Academy Equalities objectives 2019-21

Trinity Academy opened in September 2019 with 120 year 7 students coming from around 30 different primary schools. We have a comprehensive intake and welcome students of all faiths and none. We are committed to playing our part in Bristol (through the Bristol Inclusion Panel or directly with other schools) to welcome students on negotiated transfers and managed moves to allow a fresh start where appropriate.

At Trinity Academy we offer a world-class education that allows every child to achieve beyond what they thought they could – their absolute best. We believe that true education is about the whole child, learning in everything they do, in and out of the classroom to become happy, confident, successful and engaged adults.

We articulate this vision through three core drivers:

**Head:** A place of learning, **Heart:** a place of care and respect, **Soul:** a place of engagement.

The school welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race – this includes ethnic or national origins, colour or nationality
- Religion or belief – this includes lack of belief
- Sex
- Sexual orientation

Our equality objectives take account of the:

- DfE guidance and advice for schools published in May 2014.
- The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities.

The school recognizes that these duties and intentions reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Trinity Academy is committed to:

- Eliminating discrimination, harassment, victimization and other conduct that is prohibited by the Equality Act 2010.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
- Fostering good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.
- Removing or minimizing disadvantages.
- Taking steps to meet different needs.
- Encouraging participation when it is disproportionately low.
- Publishing information to demonstrate how we are complying with equalities duties.
- Publishing specific and measurable equality objectives.

For Trinity Academy, having 'due regard' means:

- When making a decision or taking an action we must assess whether it may have implications for people with particular protected characteristics.
- We should consider equality implications before and at the time that we develop policy and take decisions; not as an afterthought, and we will keep them under review.
- We should consciously consider each aspect of the duty (having due regard to the need to eliminate discrimination is not the same thing as having due regard to the need to advance equality of opportunity).
- We should assess the risk and extent of any adverse impact that might result from a policy or decision and the ways in which the risk may be eliminated before the adoption of a proposed policy.
- The analysis necessary to comply with the duty should be carried out rigorously and with an open mind – it is not a question of just ticking boxes.

We will monitor and take feedback from:

- Achievement and attainment of different student groups against national performance, and the variation of these groups performance within school (using IDSR, External Results, Progress Checks)
- Exclusions and behaviour logs
- Provision and progress of children with Special Educational Needs (using annual reviews)
- Provision and progress of children who are Looked After (assessing all of the above on a case by case basis)

- Attendance for all groups of learners
- Recording of racial, sexist, homophobic and bullying incidents
- Feedback from safeguarding training
- Feedback from our parents, parents' evenings and parent questionnaire
- Feedback from student voice (eg Equalities group), PSHE lessons and student survey
- Issues raised in student's annual review meetings
- Feedback at governing body meetings

## **Trinity Academy Equalities Group**

Our Equalities group includes students from a range of backgrounds and as we grow, from a range of year groups. The group works closely with key pastoral staff. The group has a high profile in school and meets regularly to discuss issues raised by students and plan initiatives around a programme for the year. The Equalities group regularly arrange and give assemblies, present to the Governing Body and School Leadership.

These specific 2019-21 objectives will be monitored at full governors meetings each year. Our specific equality objectives resulting from monitoring and feedback involve:

### **1. Gender**

Trinity Academy will ensure that from the start, there is equality of access to all activities which will be monitored closely. Our curriculum will recognise historical bias and try to use works by and of women as set texts, exemplars and narratives.

### **2. Ethnicity**

We proactively celebrate and focus on various ethnic communities through guest speakers, sharing language and exploring cultures. We will ensure that no gaps emerge in attainment, progress or behaviour across the many ethnic groups represented in our community.

#### **2 (a) Recruitment and student leadership**

Trinity Academy is committed to ensuring equality of opportunity when recruiting for teaching and support posts. Our aim is for the diversity of our staff to increasingly reflect the diversity of our student cohort. Trinity will proactively look to identify opportunities through all recruitment, eg Schools Direct training schemes, and identify new opportunities for salaried routes to support towards Qualified Teacher Status for BME teachers and reduce barriers of opportunity. We are committed to ensure student leadership opportunities at all levels in the school also represent the rich diversity at Trinity Academy.

We are conscious of our responsibility as a city to respond to the lack of diversity amongst Bristol teachers, as highlighted by the Mayor:

<https://www.youtube.com/watch?v=9sZvPA6DCw4#action=share>

We recognise that this has been a struggle in our first year.

Student voice, new curriculum opportunities, parental feedback, recruitment patterns, attendance, behaviour patterns and student outcomes will be monitored.

### **3. EAL (English as an additional language)**

Trinity aims to recognize the linguistic talents of students whose first language is not English. Student voice and equality of curriculum opportunities will be monitored.

### **4. Religious diversity and celebration**

Religious diversity will be celebrated and informed in the curriculum through RS, PSHE and visits to religious places.

### **5. Pupil Premium and Looked After/Previously Looked After children**

Our objective is to narrow any gap of academic progress between the whole cohort and students identified as pupil premium and/or looked after.

A range of strategies to underpin successful outcomes and equality of opportunity are being embedded and evaluated throughout KS3. Specific extra interventions around English and Maths from Year 7 aim to ensure that students can access the breadth of curriculum.

Pastoral support is designed to focus on disadvantaged students - they are our priority.

Success will be monitored by student voice, equality of opportunity in choosing a full and broad range of KS4 options in due course, attendance, behaviour patterns and examination results.