



HOLY TRINITY CE PRIMARY EQUAL OPPORTUNITIES POLICY

Holy Trinity Mission Statement

We strive to be the best we can be in an inclusive, safe and supportive learning community; to nurture and equip pupils with positive attitudes so that they become effective members of a multi-cultural community who demonstrate the values of hope, faith and love and develop self-discipline and confidence in a Christian family environment.

“Pray together, learn together, play together”

HOLY TRINITY SCHOOL

EQUAL OPPORTUNITIES POLICY

AIMS

- We want every child to achieve his/her full potential.
- We recognise that not every child begins from the same starting point and that there can be barriers to achievement. The policy seeks to encourage a culture of identifying any barriers and establishing effective ways of removing them.

As a Church School we believe that each person is created uniquely and equally. We are not all the same and in fact it is the diversity of people that makes for the rich community in which we live. However, we are equal in value and status and have the right to equal access to the full life of the school. At the heart of the life of the school is of course learning.

LEGAL REQUIREMENTS

In writing this policy we have considered carefully the recommendations of the McPherson report. We have followed the Lewisham guidelines on harassment, and overall we recognise the responsibility we have as a school to have and follow an equal opportunities policy.

ORGANISATION

We believe that the headings used by the document, Removing the Barrier (DfES) provide a very useful framework for the Holy Trinity Policy. These are :-

HIGH EXPECTATIONS

As a school we want to emphasise the importance of high achievement for each pupil. To attain a significant improvement, it is essential that teachers, children and parents have high expectations of their work. Pupils of all ethnic backgrounds, gender, class, disabled and able-bodied, with all kinds of learning needs, are treated as potential high achievers. We aim to achieve at least national standards for the majority of our children.

In order to achieve this, we will identify any groups of children who need extra support in order to attain this aim. For example, children with special needs, children with English as an additional language, children who are disaffected with school, or any other group who we identify at a given time.

We are aware of the underachievement of certain ethnic groups and we will regularly monitor their progress and seek to remove any barriers that may be preventing them achieving their full potential.

Any one of these groups may need extra support and this will be provided through a range of programmes including :-

- SEN support
- EMAS support
- Booster groups/Intervention Groups
- Support from a Learning Mentor and external agencies eg EP

If we have high expectations of our children, then we also have high expectations of our staff. We expect an example to be set of valuing excellence and promoting learning in and out of the classroom. Children's work should be valued and celebrated. This will be demonstrated through careful marking (see policy) and display. Staff are encouraged to improve their own knowledge and skills through appropriate INSET.

Parents too must share this vision. We as a school will seek ways in which we can encourage all parents to support their children and convince them of their vital role in promoting high expectations. This will be through parents' evenings to discuss children's work, through workshops and through newsletters. We will aim to facilitate the involvement of all parents through the offer of interpreters, home visits, personal invitation and both afternoon and evening appointments.

CULTURE AND ETHOS

The school has a clear set of aims to which we are committed. As ideas and policies are developed or reviewed, it is important that each part of the community has a part in this process. This is achieved through staff meetings, governor committees, school council and parent consultation.

One of the key elements in our school life is our Behaviour Policy. This sets clear expectations about what is expected from each member of our community. The school has its own set of school rules.

In addition, each class agrees a set of class rules at the beginning of each year and these are displayed as a reminder. At the heart of these rules is respect for each person and their property.

In addition, the policy details clear and consistent procedures for sanctions and rewards. Any form of harassment, whether it be racial or sexual or bullying is not tolerated. All incidents of this nature are recorded and closely monitored. The Behaviour Policy gives clear guidelines on how matters of this nature are treated.

RACISM

We are opposed to racism in any of its forms whether in processes, attitudes or behaviour which amounts to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantages any ethnic group.

We recognise that racism does exist within society and seek to eradicate it by :-

- *Recording all cases of racism*
- *Reporting each case to parents, the Lewisham monitoring unit and governors*
- *Monitoring the progress and behaviour of all ethnic groups with a view to removing any barriers and providing appropriate support programmes where needed.*

The children elect the School Council annually, each class choosing two representatives who help voice the concerns of the children.

The school aims to present a welcome to all members of the community, and for all members to feel that it reflects something of their culture. We seek to do this through :-

- **An inclusive curriculum**, carefully choosing books that reflect the different ethnic groups at our school, avoiding stereotyping in describing people and their jobs, aiming wherever possible to include examples of the different communities within our school as important, valued and successful.
- **A differentiated curriculum** that provides all children with challenging work at a level at which they can be successful.
- **Displays** reflecting work of all abilities and different groups from within the school community.
- **Assemblies** which are led by people who reflect the ethos and culture of the school.

PARENTAL INVOLVEMENT

We recognise the importance of partnership with parents in education. We also realise that schools and parents do not always share the same understanding of how this may best be achieved. We will endeavour to find ways to break down barriers and make parents feel welcome at school by being responsive to parents' needs and concerns and making ourselves available to parents at times which are appropriate to them. We will share information on achievement and development as well as discipline issues. We will implement these aims through :-

- Afternoon and evening parents' meetings
- Arranging for interpreters where needed
- Developing good front desk reception practice
- Arranging home visits where appropriate
- Developing individual strategies with particular parents
- Encouraging a thriving and involved parents committee
- Encouraging parents to join the governing body
- Inviting parents to class assemblies, church festivals and other school events
- Providing information on curriculum matters and holding curriculum evenings

MONITORING

Monitoring of attainment and progress in our school is used as a means to identify learning problems and shortcomings in provision and attainment. We can then review or revise our practice in a more effective and responsive way.

We realise that it is possible for schools to be unaware of situations that effectively result in a lack of equal opportunities for some pupils unless objective monitoring takes place and is carried out with equal opportunity issues in mind.

Effective monitoring will be carried out through :-

- Regular sampling of work by curriculum leaders
- Reviewing targets set by class teachers for focus groups
- Termly assessments in core subjects
- Analysis of attainment by gender, race and other factors to consider possible strategies for action
- Comparing our results with similar schools and against national results
- The work of the SENCO in identifying individuals and groups, setting and regularly reviewing their targets with the class teacher
- The record of racial complaints will be carefully monitored and analysed
- A governor will be responsible for maintaining a focus on equal opportunity issues

Holy Trinity School

Race Equality Policy

Context

Holy Trinity has **139** pupils on role as at December 2008. These are the LEA categories that parents responded to:

- Any Other Ethnic Group **1 0.72%**
 - Black or Black British-Any Other Black Background **15 10.79%**
 - Black or Black British- Caribbean **31 22.30%**
 - Mixed/Dual Background-Any Other Mixed Background **18 12.95%**
 - Mixed/Dual Background-White and Black African **5 3.60%**
 - Mixed/Dual Background-White and Black Caribbean **7 5.04%**
 - Other Asian **1 0.72%**
 - Other Black African **31 22.30%**
 - Refused **2 1.44%**
 - Somali **1 0.72%**
 - Sri Lankan Tamil **2 1.44%**
 - White British **5 3.60%**
 - White European **8 5.76%**
 - White Other **9 6.47%**
 - Totals **139 100.00%**
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- We aim to support children who have an English Fluency stage of 1, 2 and 3 through our Ethnic Minority Grant at various times throughout the school year.
 - **2** are refugees or asylum seekers
 - **49%** speak English as an additional language/have access to a heritage language
 - **39%** are on Special Needs
 - **1** is on the local authority 'Looked After' register

Of the **30** staff:

- **9** are of Black African / Caribbean heritage
- **21** are of White British/Irish/European and Mixed/Dual Background heritage

Of the **14** members of the Governing Body:

- **6** are of Black African / Caribbean heritage
- **8** are of White British/European/Canadian heritage

Of the **10** members of the School Council:

- **8** are of Black African / Caribbean heritage
- **2** are of White British/European heritage

RACE EQUALITY POLICY

Aims and Values

Holy Trinity C of E School is rooted in the Christian faith. Through its corporate life we aim to glorify God in the development of the full human potential in each person, whether governor, parent, pupil or member of staff. Its ethos of love and care and its commitment to justice are the foundation of its aims in educating the whole school community to make its proper contribution to society.

Therefore this school:

- 1 Is opposed to all forms of racism which seek to disadvantage persons on the grounds of colour, culture or ethnic origin.
- 2 Will continue to re-appraise and develop its organisation and curriculum in order to create an ethos that meets the needs of all its pupils and so provide the best possible environment in which they may achieve their full potential spiritually, morally, socially, intellectually, emotionally, culturally and physically.
- 3 Will not tolerate racist behaviour such as name calling, stereotyping of any ethnic group, insulting remarks, offensive graffiti, undue pressure on individuals and bullying. It will not use literature that is racially biased and dependent upon stereotypes, nor will it allow the distribution of racist literature or pamphlets or permit the wearing of racially offensive symbols
- 4 Will take immediate and positive action against any racist offensives, whoever may be the perpetrator. Those responsible will be made aware of the school's opposition to racism and reasons will be given. Sanctions will be applied as judged appropriate according to the circumstances and having in mind a positive outcome.
- 5 In the light of the above, is aware of the need to publicise its Racial Equality Policy. It will keep it under review and maintain a system of monitoring its effectiveness. This critical openness should in fact arise from the place of the church school within the living Christian community which itself should be critically open in response to the message of the Gospel.

Responsibilities

- 1 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.
- 2 The head-teacher will be responsible for the implementation of the policy on a day to day basis and will ensure that the staff are aware of their responsibilities and are given training and support to implement the policy as highlighted through her monitoring.
- 3 All staff are expected to deal with racial incidents that may occur and to know how to identify and challenge racial and culturally biased stereotyping. Incidents must be brought to the attention of the head / deputy headteacher/SMT.
- 4 All staff will be responsible for dealing with racist incidents and reporting them to the headteacher. All staff will be responsible for challenging racial bias and stereotyping, promoting racial equality and keeping up-to-date with race relations legislation by attending training.
- 5 Visitors and contractors to the school will be made aware of their responsibility to comply with the school's policy.

Practice, Implementation and Promotion

At Holy Trinity we celebrate the cultural and ethnic backgrounds of the pupils at the school and of those not represented in the school community through:

- A diverse Black History curriculum that is taught each year in every year group. This focuses upon achievements of Black men and women of the past and the present
- The celebration of festivals such as Chinese New Year
- The display of and use of materials and books in lessons and around the school that are from a wide range of cultural backgrounds
- Multi-faith is included in the RE curriculum/Collective Worship.
- The study of stories from a range of ethnic sources
- Visitors to Collective Worship who reflect the ethnic background of all of the pupils
- The visiting poets, authors and performers that enrich the curriculum who also reflect the ethnic background of the pupils
- The music that is played in assembly
- Trips that reflect the cultural heritage of pupils
- Staff recruitment and professional development
- Partnership with parents and the community

We address issues concerning equality of opportunity and racial equality through

- Circle time
- Citizenship, preparing pupils to live in a multi-ethnic society and to promote ethnic and racial harmony
- Assemblies/Collective Worship

- Role modelling by all members of staff
- Rotas and roles that are assigned to pupils
- Discussion as and when issues are raised by the pupils or it is felt that discussion is required by the members of staff through proactive methods e.g. observations of pupil behaviour in the playground
- Groupings of pupils and seating arrangements in classrooms

Our admissions policy is followed carefully and allows for the local community of which the school is a part to be admitted to the school and participate fully. Holy Trinity has access to interpreters and translators for school materials if required through the translation service.

The governing body of the school monitors the exclusion of pupils and the ethnicity of the pupils' are examined in order to ensure that ethnic groups are not unfairly represented.

Appointment of staff and performance management appraisal is carried out in a way that does not disadvantage candidates and staff on grounds of colour, culture or ethnic background.

The policy will be:

- Read by each member of staff and regular visitors to the school. Each new member of staff will be led through its aims and practices by the person responsible for their induction programme i.e. head / deputy headteacher and / or Key Stage Coordinators
- Displayed in the school entrance hall and available for all other visitors / parents to read. NB All visitors will be made aware of our commitment to and their responsibility to comply with the school's intolerance to racist behaviour as detailed in 'Aims and Values' item 3 above.
- Available to all parents in the school
- Reviewed regularly in light of any changes to the Race Relations Act

Breaches of the Policy

All alleged breaches will be investigated by the head / deputy headteacher and logged internally and the Governing Body and LEA notified.

For teaching and support staff, the procedures for investigation will follow the SDBE guidelines as detailed in 'Grievance and Discipline Procedures' paragraph C.2.1.1. - Misconduct

For visitors and parents:

- The head / deputy headteacher will interview the persons involved and collect statements written and / or verbal

- If the allegation is proved, a warning will be issued and the person will be made aware of the policy and conduct expected of all members of the school community
- The incident will be logged and reported to the relevant bodies detailed above.
- Counselling will be given to the victim
- The perpetrator will be required to give an apology to the victim
- If the person issued with a warning repeats that or a similar incident, that person will be banned from the school premises for a fixed period, a minimum of 2 weeks. The Governing Body may lengthen that ban upon examination of the incident
- Upon the expiry of the ban an interview with the headteacher is required in order to re-affirm expectations and practices

For pupils:

- The head / deputy headteacher will interview the persons involved and collect statements written and / or verbal
- If the allegation is proved, a warning will be issued and the pupil will be made aware of the policy and conduct expected of all members of the school community at a level that is appropriate to the pupil's understanding
- The pupil's parent will be informed in writing
- The incident will be logged and reported to the relevant bodies detailed above.
- Counselling will be given to any pupil who has experienced racist name calling or such behaviour. The perpetrator will be required to apologise to the pupil who has had to experience such behaviour
- If the pupil issued with a warning repeats that or a similar incident, that pupil will meet with the head-teacher and his / her parent or carer to discuss the incident.
- Appropriate action will be taken and consequences given in line with the school Behaviour Policy (which includes the possibility of exclusion).

Policy Planning and Review

The monitoring and assessment of the impact of the policy will be assessed in a variety of ways.

- Data on the attainment of pupils will be analysed in terms of ethnicity. The results of this will be used to target support, set targets and raise the attainment of the pupils identified as underachieving [taking into account Special Educational Needs]
- Views of members of the school community will be sought to ascertain individual opinions on the racial equality that is promoted in the school.

- a) The Y5 and Y6 school council members will be asked to comment on issues concerning racial integration in friendship groups and unreported incidents of racist behaviour. The comments will help staff formulate a plan of action to address any potential or actual problems
- b) The adult school community will be consulted on their perceptions of what the school does successfully to promote equality of opportunity and racial harmony. Consultation will also be made concerning barriers that are perceived to exist to promoting racial equality. The comments will be used to formulate a plan of action to address the issues raised.

Information obtained and planned action will be shared with the relevant groups in the school community through newsletters, staff meetings, the school management plan and governing body meetings (where each is appropriate).

Training and Development

Areas of need highlighted in monitoring of the incidents of breaches of the policy, general auditing and monitoring of all subjects and areas of school life and the individual consultations, will produce data on training needs. This will be built into the school management plan by the head-teacher.

Key staff, head-teacher, deputy, EMAS, SENCO and the link governor, will receive relevant training. These needs will be reviewed in light of any changes in the Race Relations (Amendment) Act.

Policy History

First Draft	
Reviewed	March 2013
Next Review	March 2015

This policy has been agreed by the governing body of Holy Trinity School on

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and supersedes all previous policies relating to this area.

Signed (Chair of Governor)

Holy Trinity School

The Disability Equality Policy

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School Aims

- At Holy Trinity School, we are committed to ensuring equality of education and opportunity for disabled students, staff and all those accessing services from the school.
- We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.
- The achievement of disabled students will be monitored and we will use this data to raise standards and ensure inclusive teaching.
- We will make reasonable adjustments to make sure that the school environment is as accessible as possible.
- We believe diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit us.
- Holy Trinity will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.
- We will not treat a pupil or a member of staff with a disability less favourably than others because of the nature of their disability.
- We will endeavour to anticipate the needs of a pupil or staff member with disabilities before s/he joins the school.
- This policy relates to the Equal Opportunities Policy.

Definition of “disability”

“Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities” (DDA 1995 Part 1 para.1.1.) This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis.

- For a mental impairment the need for it to be clinically well recognised has been removed.

The Disability Equality in Education (DEE) recommends that all students with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all students with long-term impairments which have a significant impact on their day-to-day activities.

Holy Trinity uses the "Social Model of Disability" as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

Disability is not to be confused with Special Educational Needs (SEN) as not all children who are defined as having a disability have special educational needs, and vice versa.

Check list for School Staff and Governors

***1/2/3: Please indicate Y = Yes, N = No and then stage: 1 = fully achieved, 2 = partially achieved, 3 = beginning stage**

		School Y / N *1/2/3	Governors Y / N *1/2/3	Action / Examples
1	a) Do we collect information on disability with regards to both pupils and staff? b) Is this information used to improve the provision of services?			
2	a) Do we monitor pupils' achievement by disability? b) Do we use trends or patterns in the data to undertake additional action?			
3	a) Are disabled pupils encouraged to participate in school life? b) Is this shown through representation in school events such as class assemblies and the school council?			
4	a) Do we monitor bullying and harassment of disabled students and staff? b) Is this information used to make a difference?			
5	Is disability portrayed positively in school books, displays and discussions such as class assemblies?			
6	Does the school take part in annual events such as 'Shades for the Day' to raise awareness of disability?			
7	a) Is the school environment as accessible as possible to pupils, staff and visitors to the school? b) Are open evenings and other events which parents or carers attend held in an accessible part of the school?			
8	a) Is information available to parents/carers, visitors, pupils and staff in formats which are accessible if required? b) Is everyone made aware of this?			
9	Are procedures for the election of parent governors open to candidates and voters who are disabled?			

The Disability Equality Duty (DED)

The Duty: Disability Discrimination Act 2005

We will actively aim to:

- Promote equality of opportunity between disabled people and other people;
- Eliminate discrimination that is unlawful under the DDA;
- Eliminate harassment of disabled people that is related to their disability.
- Promote positive attitudes towards disabled people;
- Encourage participation in public life by disabled people;
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled students, staff and those using services provided by schools.

The working environment

We will continue to seek to improve facilities for disabled pupils and staff by developing the physical environment of the school, within the reasonable limits of the available resources. We will seek to improve the following:

- clearly marked signs
- adequate furniture, fixtures and fittings
- access to the school building
- improved technology and communication
- movements around the school

The Curriculum

We provide a balanced curriculum which is aimed at enhancing learning for all pupils to participate in drama, sports and out of school activities and school trips. We work closely with and respond to guidance from parents and the children. We are careful to use language, reading material and other resources which portray a good image of people with disabilities.

Monitoring

To meet the Disability Equality Duty, we will monitor a number of data available to us to ensure that pupils are making the best possible progress, and which highlights potential under achievements. We will monitor via the following:

- Admission
- Attainment
- Rewards and discipline

- Parental and pupil questionnaires
- Exclusions

Data will be evaluated and reported to the governing body, and an action plan will be drawn up where necessary.

Involvement and Consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

Holy Trinity School has consulted with disabled pupils, staff and service users in the development of the Disability Scheme by discussion with pupils with SEN.

Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, Holy Trinity School has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met. This action plan which has been drawn up in consultation with disabled pupils, staff and parents as outlined in the previous section. It includes good practice examples below.

Good practice examples

- Promoting equality of opportunity between disabled people and other people
 - Increase awareness of the ways in which parents/carers of disabled pupils can help to support their learning, for example through workshops (eg Family Literacy and Numeracy workshops, Collaborative events and assemblies linked to SEAL, visitors input and national events, eg, Red Nose Day.
 - Ensuring that the talents of disabled students are represented accordingly through the Gifted and Talented registers.
- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability
 - Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report and take action against offenders.
 - If a number of incidents have been prevalent within a particular year group, use assembly to investigate and address the issue with all pupils and involve their parents as appropriate.
- Promoting positive attitudes towards disabled people
 - Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.
- Promoting positive attitudes towards disabled people

- Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week, Genes for Jeans and Shades for a Day events plus highlighting Learning Disability Week.
- Staff from local special schools leading assemblies, etc.
- Encouraging participation in public life by disabled people
 - Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and participate in pupil voice.

Action Plan

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
2009 – 10							
Increasing equality of opportunity between disabled people and others	Parents/carers of disabled/ <i>vulnerable</i> children and young people may not be aware of how to best support the learning of their child	Meetings/ workshops to be conducted on an annual basis to provide basic <i>advice and sign post</i> parents/carers to <i>resources</i> to support the learning of their child in core curriculum subjects	Feedback from parents/carers after each meeting/workshop to ascertain whether sessions were useful and feedback analysed	Monitoring will take place <i>discussion & use of evaluations sheets</i> Report via head's report to governors Undertake evaluation surveys use this to plan future events	Special Educational Needs Co-ordinator (SENCo) Learning Mentor	Oct 09	
	Increase awareness of disabilities	Assemblies to be delivered to all year groups via SEAL & PHSCE Visits by pupils from special schools to share work and achievement Keep links with outreach staff and also with New Woodlands to utilise reciprocal agreement as appropriate	Evaluate through student voice		Stephen Laskey (Vicar) Visitors, eg, Cassim Bakharia Duncan Harper	Oct 09	annually

Increasing awareness in all pupils and staff of disability equality issues	<i>Educating staff & pupils of needs of different individuals and raise awareness</i>	Unit of work to be delivered as part of pupils' SEAL work Staff meeting and via SEAL work	Verbal feedback from pupils Staff involvement and implementation of agreed format for supporting and welcoming both pupils and staff	S.o.W. to show unit in place Lesson observations undertaken termly	Richard Roberts	Oct 2009 April 10	July 2010
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Monitoring of other health & disabilities:

<u>Age at Onset</u>	<u>Number of Pupils</u>
Congenital	
Congenital and progressive	
Acquired	
Progressive	
Traumatic	
Unknown	

<u>Additional Difficulties</u>	<u>Number of Pupils</u>
Language Delay	
Language Delay and Disorder	
Hearing Impairment	
English as an Additional Language	
Mobility Issues	
Other vision problems	
Epilepsy	
Asthma	
Heart condition	
Mental Health Issues	
Peanut allergy	
HIV/Aids	

<u>Ethnicity</u>	<u>Number of Pupils</u>
White British	
White Other	
Black and White Caribbean	
Black Caribbean	
Black African	
Black Other	
Other Ethnic Group	

Monitoring and Reporting

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

The actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

An annual report will be produced which outlines the progress of the Disability Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Headteacher and Governors, and the findings will be used to improve the Disability Equality scheme and feed into future practice.

For further information please contact: Marcia Crow – Head , SENCO & Learning Mentor

‘Pray together, learn together, play together.’

Policy History

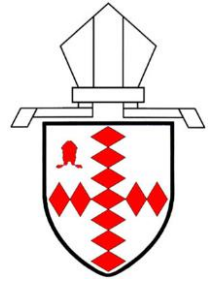
First Draft	
Reviewed	March 2014
Next Review	Currently Under Review

This policy has been agreed by the governing body of Holy Trinity School on

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and supersedes all previous policies relating to this area.

Signed (Chair of Governor)



HOLY TRINITY C.E. SCHOOL

Equal Opportunities Statement

The governing body and school is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.

Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated. We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

We aim to empower our pupils to make informed choices so that they are better prepared for the opportunities, responsibilities and experiences of life within their community. Equality of opportunity cannot be realised without the involvement and commitment of all members of the school community and a common understanding of the pivotal role of equal opportunities in the context of the school's ethos and values, in particular, the recognition that the role of all staff is crucial in the delivery of the objectives of the policy.

All members of the school community are responsible for promoting the school's equal opportunities policy and are obliged to respect and act in accordance with the policy.

'Pray together, learn together, play together.'