

Equalities Policy



Learning together in a changing world, creating success for all.



Trinity Fields School and Resource Centre

Equalities Policy

Trinity Fields is a Rights Respecting School, a Healthy School, Investors in Families School, an ECO School, a MOVE school and an Inclusion Quality Mark (IQM) Flagship School.

This policy should be read in conjunction with our pupil friendly and adult version of our **“Shared Values and Aims”**.

School context

Trinity Fields is a **Rights Respecting School**; we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work. We are a school where pupils are at the heart of everything we do. We successfully achieved UNICEF’s “Rights Respecting School Award” in **January 2017** and we have a well-established record of developing pupil engagement at all levels.

Refer to pupil friendly **“Pupil Participation”** policy and our whole school **“Pupil Participation”** policy for further details.

We are a **Healthy School**; we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives by enabling them and staff to take control over aspects of the school environment that influence their health and wellbeing. We achieved the Welsh Network of Healthy School Schemes National Quality Award in **March 2018, with re-accreditation in December 2020**.

Refer to **“Health and Well-being for Pupils”** policy and our whole school **“Health and Well-being”** policy for further details.

We are an **Investors in Families School**. We are committed to developing active and effective relationships with parents/carers and families and recognise the value of close partnership working to improve outcomes for our pupils. We were the first Special School in Wales to achieve the Investors in Families Quality Mark, and regularly share our excellent practices with other settings.

We demonstrate our commitment to the Rights to Action agenda and value and support the important role that families play in the education of their child. We strive to promote social inclusion and a sense of wellbeing for families through positive participation in their child’s education.

During the re-accreditation process (2019), the school’s work was judged to be of a very high quality. Family and Community Engagement are fully embedded and it was evident that the school works hard on its journey towards excellence. The assessor was very pleased to award the school the **Diamond Standard**.

We have demonstrated through a national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and develop classroom-based research. Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

In **summer 2022, summer 2023 and summer 2025**, we gained our **Platinum ECO Schools Award**; the Eco-Schools programme is designed to be pupil-led and looks at the impact of our actions on the environment.

Our sustained journey towards attaining the Platinum Award showcases pupils’ ideas and helps to inspire others to make the right environmental choices.

More recently (2019), the school started its journey towards becoming a **MOVE school**; successfully accredited at Silver level in **December 2021 and Gold in March 2024**. The MOVE Programme is an activity-based practice that enables children and young people with physical disabilities to sit, stand, walk, and transition as independently as possible.

Our overarching philosophy is summarised in the following statement:

“We believe that everyone at Trinity Fields is entitled to have access to the very best learning experiences. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.

Education in Wales: Our National Mission

Our work with pupils and their families will be developed building upon Wales’ National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales’ transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in “**Education in Wales: Our national mission (2017)**”. These are:

- **Developing a high-quality education profession.**
- **Inspirational leaders working collaboratively to raise standards.**
- **Strong and inclusive schools committed to excellent, equity and well-being.**
- **Robust assessment, evaluation and accountability arrangements supporting a self-improving system.**

The core purposes and values that are associated with these prestigious national awards are encapsulated in our vision and aims:

“We believe that everyone at Trinity Fields is entitled to have access to the very best learning opportunities. These will be provided within a safe, caring and stimulating

environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.

General statement

This policy takes into account the statutory duties that are outlined in the equality Act 2010. Appendix 1 – details Sections related to specific aspects of school function.

We recognise that within any organisation discrimination is possible but this policy documents outlines our robust procedures and processes to eliminate direct and indirect discrimination. We are opposed to all forms of prejudice and discrimination. We fully recognise that pupils have different needs, requirements and goals.

This policy is available on the school website and all staff are made aware of this through their comprehensive induction support, as well as on our support and challenge as part of our performance management and staff support/training procedures. Pupils in the 14-19 learning pathways classes are made aware of this policy and its procedures through timetabled PSD sessions, as well as individual consultations with staff.

We will promote positive relationships and mutual respect within and between our pupils, staff, governors, parents, carers and guardians of our pupils, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, language (Welsh, BSL or other spoken languages), nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

We recognise that Wales and the United Kingdom are diverse societies made up of people from many different backgrounds. It is important that all of our pupils are adequately prepared to live in such a diverse society. At Trinity Fields we aim to tackle discrimination and promote equality of opportunity and good relationships across all aspects of school life. We do this by:

- creating an inclusive ethos in which pupils, staff, visitors etc. feel valued, supported and secure;
- building self-esteem and confidence in our pupils, so that they can use these qualities to influence their own relationships with others;
- having consistent expectations of pupils in their learning;
- removing or minimizing any barriers to learning, so that all pupils can achieve their potential;
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work, lesson planning, learning experiences etc.;
- identifying clear procedures for dealing quickly with any incidents of discriminatory behaviour;
- making pupils and staff confident to challenge prejudice and aggressive behaviour;
- challenging stereotypes and promoting positive images.

Governing body responsibilities

The governing body will:

- set out its commitment to equalities by approving and adopting this policy and the school's Strategic Equality Plan (SEP) and will ensure that the school is fully inclusive to pupils and responsive to their individuals needs and circumstances;
- seek to ensure that people are not discriminated against when applying for jobs at our school on any grounds;

- take all reasonable steps to ensure that the school environment is accessible to people with disabilities, and will also strive to make the school's communication systems as inclusive as possible for parents, carers and pupils;
- welcome all applications to join the school, whatever a child's individual or family background;
- will ensure that no pupil is discriminated against whilst in the school.

Headteacher responsibilities

The headteacher will:

- implement the Strategic Equality Plan; the headteacher will be supported by the governing body to effectively implement this;
- ensure that all staff are aware of the Strategic Equality Plan, and that staff apply these guidelines fairly in all situations;
- ensure that all appointment panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities;
- promote the principle of equalities when developing the curriculum, as well as promoting respect for other people and equal opportunities in all aspects of school life;
- treat all incidents of unfair treatment and any incidents of bullying due to discrimination with due seriousness and will report such incidents on a termly basis to the local authority.

Staff responsibilities

Staff will:

- ensure that all pupils are treated fairly, equally and with respect and will maintain an awareness of our Strategic Equality Plan;
- strive to provide learning resources that gives positive images and challenges stereotypical images;
- challenge any incidents of prejudice, whether that is racism, homophobia, disability-related or other; any incidents will be recorded and reported immediately to the headteacher;
- work collaboratively and intervene in a positive way against any discriminatory incidents.

Visitors and contractors working on site

Every effort will be made to ensure that all visitors or contractors working on site are made aware of the school's stance on equality and incidents of a discriminatory nature.

Consultation

This policy was developed in consultation with the following:

- School based staff, but also including staff from health and social services
- Pupils (where appropriate)
- Parents/carers
- Governors
- Community Groups/Representatives
- Caerphilly County Borough Council
- Partner organisations from the voluntary sector

Communication

The full policy is available on the school website and is available on request for non-LA contractors or service providers, parents/carers/guardians and members of the wider community.

Our Strategic Equality Plan is:

- included in job application packs;
- forms part of our induction for new staff and volunteers;
- published in the school prospectus (summary of the key points);
- published on the school website;
- available on request for anyone who wishes to have a copy.

Policy review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Signed	Headteacher
Signed	Chair of Governors
This policy will be reviewed in line with the school's policy review cycle.	

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

Article 12: Every child has the right to be heard.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 42: Every child has the right to know their rights.

Appendix 1 - Sections related to specific aspects of school function

1. Whole School Ethos

Celebrating and catering for diversity

We take every step possible to ensure that the specific needs of all groups are addressed in school by celebrating diversity, such as by catering for the dietary and dress requirements of different religious groups and allowing our pupils to observe various religious celebrations and festivals.

Preparation for life in a diverse society

We encourage all pupils to understand, respect and value other people's identities, cultures and faiths with which they are unfamiliar in order to prepare them for life in a diverse society.

2. Pupils' attainment, personal development and assessment

Attainment and progress

Our aim is to ensure that all pupils achieve their full potential. We rigorously monitor individual progress for signs of underachievement. These are addressed through planned and targeted support and interventions. Where required, advice will be sought from support organisations such as the Local Authority and partner organisations from the voluntary sector.

Pastoral support

Our pastoral support takes account of all religious and ethnic differences; it is based upon pupils' individual needs and would include the experiences of refugee and asylum seeker children.

Support for EAL pupils

In consultation with GEMS we provide appropriate support for pupils for whom English is an additional language; we encourage them to use their home language, where possible.

Careers and work experience

We encourage all pupils to consider the full range of work experience and further education options that may be available to them in order to ensure there is no stereotyping of any particular individuals or groups.

Assessment

We take care to ensure that minority ethnic pupils, those for whom English is an additional language and any refugee and asylum seeker children will not be disadvantaged through cultural and linguistic bias or lack of support in assessments. Where required, advice will be sought from LA advisers and GEMS.

Special educational needs

We make sure that accurate assessments of pupils' special educational needs are made for minority ethnic pupils, those for whom English is an additional language and for refugee and asylum seeker children. All pupils at Trinity Fields have special educational needs and all receive the appropriate support for them to reach their potential.

3. Curriculum, teaching and resources

Promoting cultural diversity through the curriculum

We promote diversity in the curriculum through teaching positive, diverse content, systematically reviewing documentation to ensure appropriate content and by fostering respect for everyone, whatever their individual or family circumstances.

Curriculum access

We make every effort to ensure that all pupils have equal access to the curriculum by taking account of their individual backgrounds and linguistic needs and by differentiating work appropriately.

Resources

Our resources and displays portray positive images of a range of people and cultures. They are systematically reviewed and updated to ensure all individual needs are met; we use a variety of high quality resources to challenge stereotypes and discrimination across the curriculum.

Teaching and learning

We take positive steps to ensure that all pupils can participate and feel that their contributions are valued. We encourage all of our pupils, whatever their background to work together with cooperation and understanding. Our teaching challenges all forms of prejudice and stereotypes and we foster pupils' awareness of bias, inequality and justice, wherever appropriate.

Involvement of people of diverse backgrounds

We seek to use role models and presenters from a range of different groups within the school to share a wide range of skills and experiences.

4. Admissions and attendance

Admissions

Our admission criteria are based on the Local Authority guidance; they are fair and equal for all and do not detrimentally affect any individuals or groups. **See admission policy for further details.**

Attendance

We expect all of our pupils to have good attendance. We recognise that some pupils may need to take time off for religious observance for example, and when this is the case we will make provision for pupils on extended leave to cover missed work. **See attendance policy for further details.**

5. Behaviour, discipline and exclusions

Bullying, discrimination and harassment

We are opposed to all forms of prejudice and discrimination and use of such language or behaviour will not be tolerated and will be challenged. All incidents are dealt with in accordance with the Local Authority's procedures and the school's Strategic Equality Plan. **See anti-bullying policy for further details.**

Behaviour and discipline

We expect high standards of behaviour from all pupils. All pupils are treated fairly and without discrimination when their behaviour becomes challenging. Incidents of a discriminatory nature are dealt with firmly and consistently; all allegations are fully investigated and reported to the LA via their termly reporting procedures. **See behaviour policy for further details.**

Exclusions

We take proactive steps to prevent all exclusions; where they are deemed necessary each case will be monitored against the full range of equalities characteristics. This said, we have along track record of no exclusions, either temporary or permanent.

6. Partnership with parents and the community

Partnership with parents/carers and the community

We endeavour to draw on the expertise, skills and knowledge of people from a range of backgrounds, from the local and wider community, to develop positive attitudes to cultural diversity and to challenge discrimination. Parents/carers from diverse backgrounds are encouraged to participate in the life of the school. Where necessary, translation and interpretation are used to communicate and consult with parents/carers whose first language is not English; this would also include parents/carers who require BSL/Braille for hearing and visual impairments.

School premises

Our premises are available for use by all groups in the community who subscribe to the same principles of equality and diversity. The school building and grounds are all fully accessible to individual with a range of impairments (physical, sensory etc.).

Contractors and service providers

We expect all contractors and visitors to the school to maintain conduct, which is consistent with this policy.

7. Staff recruitment and continuing professional development

Recruitment and promotion

In line with LA guidance we ensure that no discrimination takes place in our recruitment, promotion and disciplinary matters.

Continuing professional development

Arrangements can be made with the LA's Equalities Team for staff to attend CCBC equalities training courses. These courses are free to school staff and use the expertise of external providers from the voluntary sector to provide training to all staff and governors on issues of race equality, homophobia, cultural diversity, disability and the needs of pupils for whom English is an additional language, refugees and asylum seekers.

Discrimination and harassment

Any incidents of discrimination or harassment involving staff are dealt with in accordance with the LA/school's discipline and grievance procedures.

Breaches of policy

Any breaches of this policy by members of staff or governors are dealt with in accordance with the LA/school's discipline and grievance procedures.

8. Planning and policy review

Planning and target setting

We use this policy and our self-evaluation procedures, as audit mechanisms to identify specific targets for action on issues of equality. Our Strategic Equalities Plan, is monitored annually and amendments made where they are required.

Evaluating, monitoring and reviewing policies

The impact of all school policies on minority ethnic pupils, staff, governors and parents is assessed to ensure no discriminatory practice exists, particularly that which may contribute to the underachievement of minority ethnic pupils.

The impact of our Strategic Equality Plan on all pupils, staff, governors and parents is monitored for its effectiveness, on an annual basis; evaluations take account of the views of pupils (where appropriate), staff, parents/carers, governors and members of the local community including minority groups. All policy reviews consider relevant equalities implications.

9. Advice and support

The school will seek advice and support from LA advisers, Education and Achievement Service (EAS) and any relevant voluntary sector organisations where necessary, to ensure that policies are designed to meet the needs of the school and its pupils, equality targets are appropriate and that all staff receive relevant training, advice and support.

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