



Leatherhead Trinity School

Single Equality Policy and Scheme

Status: Statutory	Responsible Manager: Headteacher
Review Period: Review every 4 yrs and published annually	Responsible Governor: Chair of Governors
Valid From: September 2026	Next Review Date: Autumn 2030

Introduction

This policy sets out our approach to promoting equality as defined within the Equality Act (2010). It covers age, sex (including issues of transgender), race, disability, religion and belief, sexual orientation, maternity and pregnancy, undergoing or who have undergone gender reassignment, marriage and civil partnerships (for employees).

The General Duty

The school recognises its 'General Duties' to:

- Eliminate conduct that is prohibited by the Equality Act (2010)
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The Specific Duties

The school recognises its 'Specific Duties' to:

- Publish information showing that the school has complied with the General Duty (annually)
- Publish evidence of the equality analysis undertaken (annually)
- Publish details of engagement undertaken with those with an interest in furthering the aims of the General Duty and the engagement it undertook in developing their Equality Objectives
- Set and publish Equality Objectives.

This Equality Policy statement sets out:

- The School context
- Our aims and values
- Our overall approach to promoting equality, diversity and community cohesion and tackling discrimination
- Specific reference to race, disability, gender, age, religion / belief and sexual orientation
- Roles and responsibilities
- Monitoring, reviewing and assessing impact

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the community of Leatherhead Trinity to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender

(including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

Local Context

Leatherhead Trinity School serves a mixed catchment, including an identified area of deprivation, 'North Leatherhead', which has been identified as a priority area for both Surrey County Council and Mole Valley District Council. The percentage of children known to be eligible for free school meals is above the national and Surrey averages.

The majority of pupils are from white British backgrounds and there is a below average proportion of pupils from minority ethnic backgrounds, although this is increasing.

The proportion of pupils with special educational needs and/or disabilities is well above average, predominantly with speech, language and communication needs (the school has a speech, language and communication needs unit with 21 places). In addition to this, there are a diverse range of special educational needs ranging from; autistic spectrum disorder, attention deficit hyperactivity disorder, behaviour, emotional and social difficulties, specific learning difficulties and moderate learning difficulties. The school has a nurture group provision (8 places).

Equality – aims and values

At Leatherhead Trinity we aim to provide equality and excellence for all in order to promote the highest possible standards.

Our Equality Policy is based on our vision and values statements.

In addition, we will:

- Nurture a culture of respect for others
- Recognise, understand and celebrate differences between people
- Encourage pupils to take on an active role within our diverse community

Our approach to promoting equality

The overall objective of our Equality Policy is to provide a framework to pursue our equality duties to eliminate unlawful discrimination and harassment; to promote equality of opportunity; and to promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, we seek to ensure that no pupil, staff, parent, guardian, carer or any other person through their contact with Leatherhead Trinity receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, social class, where the person lives or spent convictions.

The principles of this policy apply to all members of the extended school community: pupils, staff, governors, parents and community members.

At Leatherhead Trinity we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race,

gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Leatherhead Trinity we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The school recognises that some pupils may experience multiple and overlapping barriers to participation and achievement. The school will work proactively to identify and remove barriers to inclusion.

A Cohesive Community

At Leatherhead Trinity we recognise the importance of working in partnership with our local and wider community.

In order to achieve a cohesive community, we:

- Promote understanding and engagement between communities
- Encourage all children and families to feel part of the wider community
- Know the needs of our community
- Tackle discrimination
- Increase life opportunities for all
- Ensure teaching and the curriculum explore and address issues of diversity

As well as the geographical communities that it serves, the school recognises that it is part of many other communities including the community of Britain, the global community, communities of interest (e.g. environmental groups, faith groups, and ethnic or language groups), communities of friends. The school will work to promote understanding and respect for all these communities through curriculum provision, links with schools in other areas of Britain and abroad, inviting visitors to the school and assemblies.

The school is committed to ensuring that all pupils have equitable access to enrichment opportunities, educational visits, leadership roles, sport, music, arts and wider curriculum experiences.

Race

At Leatherhead Trinity we recognise our duty to eliminate racial discrimination, promote equality of opportunity and promote good relations between persons of a different race and nationality as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000. This is undertaken through the implementation of our Race Equality Policy.

We carry out our duty to assess and monitor the impact of policies on pupils, staff and parents, with a particular focus on raising the attainment levels of pupils from different minority ethnic groups. We record and analyse racist incidents and report them to the local authority on a regular basis.

Disability

(The school's Special Educational Needs Policy and Accessibility Plan should be referred to in conjunction with this.)

Within the Disability and Discrimination Act 2005 (DDA), there is a Disability Equality Duty under Part 5. The Duty requires schools to have regard to the need 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 by disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment

At Leatherhead Trinity we have a Disability Accessibility Plan and this will be reviewed every three years.

Gender Equality Duty

The Gender Equality Duty 2006 places a general and specific duty on our organisation to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils, between women and men and transgender people.

Under our general duty we actively seek to:

- To prepare and publish a gender equality scheme, showing how the school will meet its general and specific duties including setting out its gender equality objectives
- In formulating its overall objectives, to consider the need to include objectives to address the causes of any gender pay gap
- To gather and use information on how the school's policies and practices affect gender equality in the workforce and in the delivery of services, in particular education functions
- To consult stakeholders (i.e. pupils, parents, employees, other service users or potential service users, including trade unions) and take account of relevant information in order to determine its gender equality objectives
- To assess the impact of its current and proposed policies and practices on gender equality
- To implement the actions set out in its scheme within three years, unless it is unreasonable or impracticable to do so
- To report the effectiveness every year and to review the scheme at least every three years

There are no specific duties or requirements on schools in relation to gender reassignment, beyond the requirement not to discriminate in terms of employment of staff.

Age

Legislation on age discrimination was implemented in 2006 and covers employment and vocational training. Leatherhead Trinity follows guidance provided by Surrey County Council / Strictly 4S with regard to age discrimination.

Sexual Orientation

Discrimination on grounds of perceived as well as actual sexual orientation, and/or that of friends or associates of the person discriminated against is also unlawful.

Roles and Responsibilities

All who work in the organisation have a responsibility for promoting equality and inclusion and avoiding unfair discrimination.

Our governors are responsible for:

- Making sure that Leatherhead Trinity complies with all current equality legislation
- Making sure this policy and its procedures are followed

The Headteacher is responsible for:

- Making sure the policy is available and that the governors, staff, pupils and their parents/carers know about it
- Making sure procedures are followed
- Making sure all staff know their responsibilities and receive training if necessary to support and carry out their duty
- Taking appropriate action in cases of harassment and discrimination

- Producing information for staff and governors about the policy and any actions carried out

All of our staff are responsible for:

- Modelling good practice, dealing with racist incidents and being able to recognise and tackle bias and stereotyping
- Promoting equality and good race relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or social class
- Keeping up to date with the law on discrimination and taking training and learning opportunities if appropriate

Pupils are responsible for:

- Keeping equality and diversity issues as a matter of discussion through the school council, giving their input where appropriate on policy development such as: the anti-bullying policy, development of school/class rules which challenge any discriminatory behaviour

Parents/Carers and visitors / contractors are responsible for:

- Following our equality policy

Responsibility for overseeing equality practices in the school

This lies with the Headteacher / SLT and the governing body.

Responsibilities include:

- Coordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment (including racist, bullying and homophobic incidents)
- Monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children in care, disabled and traveller pupils etc).
- Monitoring exclusions

Monitoring, reviewing, assessing impact

The policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and it does not disadvantage particular sections of the community.

Any pattern of inequality found will be used to inform future planning and decision making.

The Headteacher will report on equality issues through the termly report to the governing body.

The Specific Duties - How the school has complied with the General Duties.	
Duty	Actions Taken
Eliminate conduct that is prohibited by the Act	The School undergoes regular self-review and analysis of all things including data, policies and procedures related to equality. This self-evaluation underlines the centrality of equality and inclusion in our community school. The school recognizes that it serves a number of local communities whilst still recognizing that our pupils and staff also belong to a society and wider world that is diverse and multicultural. The school is a Church of England School under the Guildford Diocese and as such has a strong ethos and set of values that is based in Equality. There are very few reported incidents of any kind of discriminatory or prejudice related bullying or poor behaviour, (including racist and homophobic) and those which do occur are managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities. (Ofsted 2017 recognised the behavior of pupils to be Good) The school has a regularly reviewed Equalities Policy in place and Equality Scheme and Disability Access Plan.
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	Pupils who have particular needs are well supported in the school and their progress is tracked carefully to support them develop and achieve in line with expectations. There are established and effective monitoring systems in place to track pupil attainment. Pupil groups and individuals are tracked and teachers are careful to intervene to prevent incidents of behaviour or bullying. Pupils report that they feel safe in school, and that their views are listened to. Our Anti-Bullying and Behaviour Policies have recently been reviewed with pupil and parent engagement.
Foster good relations across all characteristics – between people who share a protected characteristic and people and people who do not share it.	Inclusion and equality are the core of the school's ethos. The school has a values led curriculum that enables pupils to focus on identifying and developing shared British values. Opportunities are provided through PSHE and Assemblies (as well as other lessons e.g. geography, Art and topic work) to learn about difference and diversity, both in our own community and others including the global dimension. Pupils and parents participate regularly in events that raise awareness of a range of diversity issues. The school contributes to a number of charities each year. We aim for quality communication with all our stakeholders and seek to provide access to

	information in a range of media. As a school we believe in leadership at all levels. Our School Council and Eco Committee are democratically appointed and are broadly reflective of the existing diversity of our school community.
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The Specific Duties – Evidence of Equality Analysis Undertaken .		
Policy / Practice Considered	Outline how the policy / practice was evaluated	Outcome of analysis
Behaviour	The policy has been reviewed recently with engagement from pupils and parents through school council, pupil and parent's questionnaire. Sanctions are monitored closely for adverse trends. The information is reported regularly to Governors. Staff are inducted into the schools expectations and processes	There are no adverse trends evident in the implementation of this policy and it will continue to be reviewed annually to ensure compliance with best practice and wider school policies and practices.
Anti-Bullying	The Policy is annually reviewed by SLT & Governors. Pupils have an important role to play in the implementation of this policy and it is revisited regularly in assemblies, school council and PSHE. Staff are inducted into the school's expectations and processes	A Bullying Log is maintained and tracked, this will be reviewed to have a clearer focus on issues pertaining to the Equality Act.
Equal Opportunities	Reviewed annually by Governors.	Policy to be reviewed to comply with the requirements of the Equality Act, in particular, ensuring the protected characteristics are covered.

Curriculum, Religious Education & SACRE Policies	These policies are reviewed regularly and reflect our schools wider aims and values, as well as our philosophy of learning and education. The RE policy reflects the requirements of the Surrey Locally Agreed Syllabus for RE.	School need to consider how to reflect the diversity of the Equality Act more widely in our curriculum models. Although the curriculum content is excluded there is a need to ensure that all people are represented in our curriculum. The curriculum should consider the implications of Civil Partnerships alongside other relationships and family groups.
Learning and Teaching	Teaching and Learning is central to our work as a school and our ethos, philosophy and methods seek to ensure that all pupils have equal opportunity to access the curriculum through the variety of teaching styles used. The policy is reviewed regularly by Senior and Middle Leadership and ratified by Governors. There is an ongoing lesson observations program from SLT, phase and middle leaders teachers and external advisors .	This is a continually evolving policy, underpinned by our Aims and Values, as well as our commitment to Equality and Inclusion. Lesson observations should include a regular focus on equality issues.
Safeguarding	This is a core policy for the school. It is linked to many others policies across the school including Equal Opportunities. it is revised at least annually reviewed by staff Governors. Constantly updated to reflect changes in legislation and practice and shared with all staff across the school. Constant training is also reflected s well as a robust induction package for all staff, volunteers, consultants and workers who come to the school.	Continue to ensure that all staff have access to quality Safeguarding training and that this reflects issues pertaining to equality. Continue to ensure that the school stays to the for front of good practice in safeguarding.

Recruitment	Reviewed regularly by Governors and updated to ensure compliance with any new requirements of the Equalities Act and good practice as linked to other policies.	Policy should link closely to the Equal Opportunities policy and reflect the new requirements around Health Related questions in applications etc.
The Specific Duties – Publish Details of Engagement Undertaken		
Individual / Group engaged or consulted with.	Outline the nature of the engagement	Summarise outcomes from consultation
Pupils	Pupils are increasingly involved in the leadership and decision making procedures of the school. Primarily through the democratically appointed School Council, but also through class and group consultation and questionnaires.	The vast majority of Pupils report feeling safe and well-looked after in school. There are few reported incidents of prejudice related bullying and there are established and effective policies and procedures for dealing with all poor behaviour. Pupils report feeling engaged in the life of the school and, overall their ideas are listened to.
Staff	Staff are regularly consulted with and a culture of openness and shared accountability means all are able to make their contribution to improving pupil outcomes and well-being.	Recent policy adjustments identify Staff for ongoing training and CPD in a range of areas, including Equality and Diversity. Although not an identified problem, staff may benefit from training to deal more confidently with managing homophobic language and behaviours.
Governors	Governors regularly review issues and scrutinise data pertaining to equality and inclusion at meetings. There is a link Governor for SEND.	Governors are fully committed to the vision of establishing and maintaining a fully inclusive school.
Parents	76% of parents completed the recent	Parents increasingly recognise and

		questionnaire. The vast majority of parents liaise with the school through events and consultation evenings. There is a small group of parents who are hard to reach.		value the inclusive ethos of the school and our commitment to inclusion. Recent questionnaires identified that parents wish for increased communication. We will seek to strengthen our commitment to quality communications with all parent.
The Specific Duties – Set and Publish Equality Objectives				
Characteristic	Objective	Success criteria	Date for review	Responsibility
Disability (SEND), Socio-economic disadvantage, Equality of Opportunity	Objective 1: Attendance and Inclusion To reduce persistent absence for disadvantaged pupils and pupils with SEND so that gaps between groups continue to narrow.	- Persistent absence for pupils with SEND and disadvantaged pupils reduces year-on-year. - Attendance of SEND and disadvantaged pupils is at least in line with national averages. - Attendance gaps between key groups and their peers continue to narrow. - Governors receive and scrutinise attendance data for vulnerable groups annually.	July 2027 (reported termly to governors)	Headteacher, Inclusion Leader, Attendance Lead, Safeguarding Governor
Disability (SEND), Equality of Opportunity	Objective 2: Achievement and Progress To ensure pupils with SEND and disadvantaged pupils achieve highly from their starting points	- Pupils with SEND and disadvantaged pupils make at least expected progress from their starting points. - Attainment gaps are identified and	July 2027	Headteacher, Deputy Headteacher, Inclusion Leader, Phase

	through targeted support and adaptive teaching.	reduced over time. • Teaching monitoring demonstrates effective adaptive teaching strategies across the school. • Pupil progress meetings evidence timely intervention and support.		Leaders
Race, Religion or Belief, Disability, Sex, Protected Characteristics Generally	Objective 3: Representation and Belonging • To ensure the curriculum, enrichment programme and wider school experiences reflect and celebrate diversity, preparing pupils for life in modern Britain.	• Curriculum audits demonstrate diverse representation across subjects. • Pupil voice shows that children feel represented, respected and included. • Assemblies, themed events and enrichment opportunities promote understanding of different cultures, faiths and backgrounds. • Records show a reduction in discriminatory incidents and prejudicial language.	July 2027	Deputy Headteacher, Subject Leaders, PSHE Lead, RE Lead, Link Governor for Equality & Diversity
Disability, Socio-economic disadvantage, Equality of Opportunity	Objective 4: Accessible Participation • To ensure that all pupils can participate fully in educational visits, enrichment activities, clubs and leadership opportunities regardless of need, disability or financial circumstance.	• Participation data shows pupils with SEND and disadvantaged pupils access clubs, trips and enrichment opportunities at rates comparable to their peers. • Reasonable adjustments are implemented where required. • Financial support is provided where appropriate to remove barriers to participation. • Pupil leadership opportunities reflect	July 2027	Inclusion Leader, OPAL Lead, Educational Visits Coordinator, Phase Leaders

		the diversity of the school community.		
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Protected characteristics considered within these objectives include: age, disability, race, religion or belief, sex, pregnancy and maternity, gender reassignment, sexual orientation and marriage/civil partnership, as defined by the Equality Act 2010. While some objectives focus on particular groups, all objectives support the school's wider commitment to equality of opportunity and the elimination of discrimination.