

# THE TRIPLE CROWN CENTRE



*'Believe, Achieve, Succeed'*

## Equality Policy and Objectives

Approved by The Management Board  
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## Contents

1. Aims .....	3
2. Legislation and guidance .....	3
3. Roles and responsibilities .....	3
4. Eliminating discrimination .....	4
5. Advancing equality of opportunity .....	4
6. Fostering good relations .....	5
7. Equality considerations in decision-making .....	5
8. Equality objectives .....	5
9. Monitoring arrangements .....	7
10. Links with other policies .....	7

## Introduction

At The **Triple Crown Centre**, we strive for all our students and staff to **Believe, Achieve** and **Succeed** by:

- Aiming high, setting challenging expectations and goals and believing that we can achieve them
- Working with our students and their families to ensure the previous disruption to a young person's learning before joining us is not a barrier to the achievement of potential in its widest sense
- Having a growth mindset culture of resilience, hard-work, determination and responsibility
- Working as a team, where everyone is valued equally within a safe, engaging, happy, caring and supportive learning environment
- Liaising closely with outside agencies to ensure our young people have the additional support they deserve
- Recognising and developing the potential of each and every individual, no matter what their starting point, and championing achievement for all in its widest sense
- Continuously advocating a passion for life-long learning
- Developing the skills, knowledge and understanding needed for our students to secure their future in education, training or the workplace and allow them to achieve their ambitions
- Using a range of experiences and strategies to secure self-confidence in our young people and empowering them to be able to play a positive, healthy and safe role in society as responsible citizens
- Inspiring each other
- Promoting pride in ourselves and our school, with students who have achieved more than they ever believed possible and who make a contribution to their local, national and global communities
- Celebrating every form and stage of success

At The Triple Crown Centre we value:

- Excellence and determination in everything we do
- Opportunities for all to fulfil their potential as individuals, lifelong learners and positive contributors to society
- Working together and supporting each other
- Friendship – understanding each other, despite any differences
- Taking care of each other, ourselves and our environment
- Equality and diversity
- Respect for all members of our school and the wider community
- Courage – having the self-belief and confidence to overcome diversity and face challenging situations

## 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other 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 between people who share a protected characteristic and people who do not share it

## 2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

The duty extends to all protected characteristics as well as any other vulnerable people. Protected characteristics are:

- race
- disability
- sex
- gender reassignment
- age
- religion or belief
- sexual orientation
- marriage and civil partnership
- pregnancy and maternity

## 3. Roles and responsibilities

The Management board will:

- Ensure that the school complies with legislation, and that the equality information and objectives as set out in this policy are published and communicated throughout the school, including to staff, students and parents/ carers
- Ensure that the published equality policy is updated every year, and that the objectives are reviewed and updated every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and students
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and students
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to support this policy to ensure that discrimination does not occur within the school environment. All staff have a duty to act in accordance with this policy and treat others with dignity and respect at all times. All staff must set an appropriate standard of behaviour, lead by example and ensure that those they manage adhere to this policy and promote the school's aims and objectives with regard to equality and diversity. All school staff are expected to work to achieve the objectives as set out in section 8.

## **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training at the start of the new academic year in September

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how students with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

## **Students**

- Admission, attendance, discipline and exclusion processes will be fairly applied. School admission criteria are clear.
- On entry to the school students are placed in Achievement Mentor Groups, which are mixed in terms of ability/gender/race.
- The School is committed to delivering a global and inclusive Curriculum. This will be done both directly through teaching and indirectly (e.g. looking at a variety of festivals and celebrations in Assembly, promoting British Values, and encouraging discussion around specific issues).

## **Staff**

The Triple Crown Centre employs a diverse workforce throughout the school, on the basis of merit. We recognise the value of having a diverse workforce to act as a positive model for students and enrich the curriculum. The recruitment process is monitored through voluntary completion of an Equality Monitoring form.

## **6. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues and we will also invite external speakers to contribute
- Working with our local community. This includes organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds.

## **7. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups.

## **8. Equality objectives**

### **Objective 1**

Ensure all staff receive regular and updated training in relation to equal opportunities and non-discrimination. This will ensure all students with disabilities will have their needs met and will feel more confident coming in to school.

### **Why we have chosen this objective:**

This links to the following improvement priorities of our School Development Plan (SDP)

- 1:1 the continued development of long term Curriculum Plans and Units of Learning to meet the needs of all learners
- 2:1 which focuses on student attendance and the reduction of persistent and severe absence
- 3:1 The continued promotion and support of the students' preparation for the next stage of their education and/or training
- 3:2 provide further opportunities for students to develop their knowledge and understanding of: How to keep physically and mentally healthy
- 3.4 continued promotion of students' confidence, resilience, independence and strength of character

**To achieve this objective, we plan to:**

- Monitor attendance
- Work with student and their parents/carers to discuss barriers
- Work with external agencies to support with removing barriers
- Making reasonable adjustments

**Progress will be measured by:**

- Analysis of attendance data
- Student participation of whole school activities
- Students' academic progress
- Student voice
- Parent voice

**Objective 2**

Undertake a review of current process in identifying all students' barriers to learning. This will ensure more effective mechanisms are in place to support all students to make good progress from their starting point on entry

**Why we have chosen this objective:**

This links to the following improvement priorities of our School Development Plan (SDP)

- 1:1 the continued development of long term Curriculum Plans and Units of Learning to meet the needs of all learners
- 2:1 which focuses on student attendance and the reduction of persistent and severe absence
- 3:1 The continued promotion and support of the students' preparation for the next stage of their education and/or training
- 3:2 provide further opportunities for students to develop their knowledge and understanding of: How to keep physically and mentally healthy
- 3.4 continued promotion of students' confidence, resilience, independence and strength of character

**To achieve this objective, we plan to:**

- Review current practices
- Work with student and their parents/carers to discuss barriers
- Rigorous monitoring of all adaptations made in lessons
- Analysis of available data
- Implementation of effective targeted support

**Progress will be measured by:**

- Analysis of students' academic progress
- Analysis of attendance data
- Student participation of whole school activities
- Student voice
- Parental voice

**Objective 3**

Promotion of cultural understanding and awareness of different ethnic groups and religious beliefs within our society

**Why we have chosen this objective:**

This links to the following improvement priorities of our School Development Plan (SDP)

- 3:3 Prepare students for life in modern Britain by:
  - Developing their understanding of British values
  - Promoting equality and diversity
  - Providing opportunities for students to be responsible, active citizens who contribute positively to society

**To achieve this objective, we plan to:**

- Deliver through the schools PSHE and RE curriculum
- Deliver through discrete teaching through all subject areas
- Hold whole school focus days
- Invite external visitors/ speakers to school
- Include themed whole school assemblies

**Progress will be measured by:**

- Student participation of whole school activities
- Student voice
- Parental voice

## **9. Monitoring arrangements**

The designated member of staff & link governor will review and, if required, update the equality information we publish, every year.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Behavior Policy
- SEND policy
- Risk assessment