



Trafalgar Schools' Federation

Believe, Inspire, Achieve

Equalities Objectives for TSF – Dec 2021

Equality vs. Equity: The **difference** between **equality** and **equity** must be emphasised. Although both promote fairness, **equality** achieves this through treating everyone the same regardless of need, while **equity** achieves this through treating people differently dependent on need.

Specific	What exactly are we going to do and for whom?
Measurable	Can we quantify what we are aiming for?
Attainable	Can we achieve it in the proposed timeframe and with the resources available?
Relevant	Will this objective link to school priorities?
Time-bound	When will the objective be accomplished?

For TIS - Across the next 4 years we will promote mental health & wellbeing by following the Growth Mindset approach, to reduce or remove barriers to learning throughout the school particularly in relation to protected characteristics as described in the Equality Act.

- **S** – All children have been made aware of the Growth Mind-set Pledge
- **M** – We use monitoring data to indicate where we have reduced, removed barriers
- **A** – We incorporate the approach into the underlying pedagogy of lessons, through assemblies and with a whole school approach
- **R** – School self-evaluation will use it as evidence of quality of education, attitudes & behaviour and personal development
- **T** – Across the next 4 years Specific

For TJS - Across the next 4 years to promote mental health & wellbeing, to reduce or remove barriers to learning throughout the school particularly in relation to protected characteristics as described in the Equality Act.

- **S** – Staff have a greater awareness of the impact mental health can have on pupil well-being and their capacity to learn.
 - Pupils are willing to discuss their emotional state and well-being -Pupils feel equipped with strategies to manage their own well-being
- **M** – We use monitoring data to inform interventions and differentiation to reduce and remove barriers to learning.
- **A** – We incorporate the approach into the underlying pedagogy of lessons, through assemblies and with a whole school approach
- **R** – School self-evaluation will use it as evidence in quality of education, attitudes & behaviour and personal development
- **T** – Across the next 4 years



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For TSF - Across the next 4 years to review levels of parental and pupil engagement in blended learning and school life across all activities in ensure equity and fairness of access and engagement through monitoring of that engagement and identifying strategies to overcome barriers.

- **S** – Continue to identify inequality of access for children across the Federation and develop strategies to overcome this.
- **M** – We will use data produced by our e-school and other digital resources, alongside continued use of technology in school, we can monitor pupil usage and engagement.
- **A** – Blended Learning has been established across the Federation to implement and embed best practice and identify and address issues.
- **R** – Identified as Key Priority in the school development plan
- **T** – Across the next 4 years