



LAURUS

TRUST

Equality Policy Primary Schools

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Next review Date: June 2018

Reviewed by:

The Laurus Vision is for everyone regardless of background or circumstance to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve them.

As a Trust we recognise that academic success alone is not enough. It is therefore important that alongside a clear focus on academic achievement there is the development of the human capital needed to succeed via a clear rational pedagogy.

‘Rational pedagogy – the attempt to counteract inequalities in the cultural preparation of different classes, not by making concessions to subjugated cultures but by inculcating dominant culture into disadvantaged groups.’ (Burawoy and von Holdt, 2011)

OVERVIEW

This policy reflects the Single Equality Act 2010 which combines and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous policies on Disability, Ethnicity (i.e. Race) and Gender.

The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation. In Laurus Trust Primaries we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the trust’s approach in ensuring equality for all.

OBJECTIVES

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To eliminate any discrimination, harassment and victimisation.
- To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- To recognise and celebrate diversity within our community whilst promoting community cohesion.
- To ensure that this policy is applied to all we do.
- To ensure that pupils and parents/carers are fully involved in the provision made by the school.
- To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

GOOD PRACTICE

We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents/carers feel fully engaged in the school

We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.

We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions we undertake to ensure that every child and young person is healthy and safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

We consider it prudent and sensible to maintain the practice of logging racist incidents and to report any incidents to the appropriate body. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g. homophobic bullying. We also monitor, log and address any bullying incidents.

STRATEGIES

- Monitoring, evaluation and review carried out by each school's Leadership Team will ensure that procedures and practices within the schools reflect the objectives of this policy.
- Parents/carers and governors will be involved and consulted about the provision being offered by schools.
- Teachers will ensure that the teaching and learning takes account of this policy.
- The diversity within schools and the wider communities will be viewed positively by all.
- Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.
- Professional Learning opportunities will be provided for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.
- Contributions will be sought from parents/carers and other stakeholders to enrich teaching, learning and the curriculum.
- The positive achievements of all pupils will be celebrated and recognised.

OUTCOMES

- This policy will play an important part in the educational development of individual pupils.
- It will ensure that all pupils are treated equally.
- The schools will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of their school communities.
- We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010.

EQUALITY OBJECTIVE

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence.

Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives which are detailed on each school's website.

Equality Impact Statement

Names and titles of people involved with this assessment	Elise Drake – SENCO Lisa Woolley – Headteacher
Impact assessment carried out with regard to identified characteristics	Race <input type="checkbox"/> Disability <input type="checkbox"/> Gender <input type="checkbox"/> Age <input type="checkbox"/> Religion & belief <input type="checkbox"/> Sexual orientation <input type="checkbox"/>
Summary of any issues/proposed changes	N/a
Date	30.05.2017
Date of next review	30.05.2018