



**LAURUS**  
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TRUST

**Equality Policy  
for Laurus Trust Schools**

**Author – Mrs L Woolley & Mrs W Searle**

**Last Reviewed – July 2020**

**Next review Date – July 2023**

**Reviewed by – The Laurus Trust**

# **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 schools 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.

## **GUIDING PRINCIPLES**

The Laurus Trust is committed to ensuring equality, fairness, inclusion and good relations are at the heart of everything we do, be it policy-making, service delivery or employment practice. This will be key to delivering our vision for our academies to ensure that:

'Every child and young person should leave our care able to live healthily, enjoying safe, happy and fulfilling lives, and with a desire to continue learning, expand their horizons and realise their ambitions and aspirations.'

Our work will be guided by the codes of practice published by the Equality and Human Rights Commission, and informed by the Equalities Framework for Local Government. We will share best practice through regular Leadership and Team Meetings.

Our commitment to promoting equality is reflected in the values that guide the way in which we plan and deliver services:

- Openness, fairness and accountability
- Involving and listening to our citizens
- Valuing our people
- Continuous improvement

## 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/students 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 Academy Committee of Governors may 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 may be sought from parents/carers and other stakeholders to enrich teaching, learning and the curriculum
- The positive achievements of all pupils/students will be celebrated and recognised.

## WHO DOES THE EQUALITY POLICY PROTECT?

The Laurus Trust Equality Policy has taken the legal requirements placed upon public bodies straight from the Equality Act 2010. The Act protects people on the grounds of specified "protected characteristics" listed below:

- Age
- Gender
- Special educational needs
- Disability and caring responsibilities
- Gender reassignment (transgender)
- Sexual orientation
- Pregnancy and maternity/paternity leave (including adoptive parents)
- Religion, belief or faith
- Race or ethnicity
- Marital status or civil partnership

We also recognise that one of the main factors that contribute to inequality is poverty. Indeed, poverty can often have a disproportionate impact on protected groups. We have therefore broadened the scope of our equality work to encompass social, income or housing circumstances. Within the The Laurus Trust, pupils/students eligible for the Pupil Premium and/or Free School Meals is an indicator used to help us analyse our work in this area.

## OUTCOMES

- This policy will play an important part in the educational development of individual pupils/students
- It will ensure that all members of the Trust community 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	<b>Emma Warrington SENDCO</b>														
Impact assessment carried out with regard to identified characteristics	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Race</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Disability</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Gender</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Age</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Religion &amp; belief</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Sexual orientation</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>SEND</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	Race	<input checked="" type="checkbox"/>	Disability	<input checked="" type="checkbox"/>	Gender	<input checked="" type="checkbox"/>	Age	<input checked="" type="checkbox"/>	Religion & belief	<input checked="" type="checkbox"/>	Sexual orientation	<input checked="" type="checkbox"/>	SEND	<input checked="" type="checkbox"/>
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SEND	<input checked="" type="checkbox"/>														
Summary of any issues/proposed changes	N/a														
Date	13.05.2020														
Date of next review	July 2021														