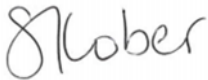





Lumen Learning Trust

Learning together for a brighter future

Equality Policy

DATE APPROVED	15 th March 2019		
REVIEW DATE Biennial	15 th March 2021		
SIGNED DEPUTY EXECUTIVE PRINCIPAL	Sarah Kober 	DATE	15 th March 2019
SIGNED CHAIR OF DIRECTORS	Ray VangO 	DATE	15 th March 2019

Our Vision

Lumen Learning Trust puts the children's needs at the heart of its provision. Our whole school community is committed to enabling the children to become successful lifelong learners and happy, fulfilled adults who can make positive choices about their future.

Our Aims

This policy reflects the Single Equality Act 2010 which harmonises 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 school 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 this Trust we will ensure that at every level, in all our work and throughout all aspects of each school community and its life, everyone will be treated equally. This Single Equality Policy summarises the Trust's approach in ensuring equality for all employees, pupils and those receiving services from the school.

Aims of the policy:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate related harassment
- promote positive attitudes
- encourage participation
- take steps to take account of the needs of different groups even where that involves treating some people more favourably than others

Trust's Context

The Lumen Learning Trust was established in 2013 and consists of three schools, Saxon Primary School, Echelford Primary School and Riverbridge Primary School.

Schools within the Trust foster an inclusive environment where everyone lives, learns and thrives together.

The Lumen Learning Trust invests in a Pastoral Co-ordinator, Home School Link Worker and Emotional Literacy Support Assistant and each class has one or more teaching assistants. We actively promote inclusion strategies and initiatives to enhance emotional well-being. A welfare assistant caters for a wide range of medical conditions. Learning activities and resources support equality of opportunity and offer a range of experiences and opportunities to be successful. Initiatives have been put in place to create an effective and safe environment for learning and to improve the quality of children's play and break times. Premises improvements have increased access and safety for all pupils including pupils with disabilities.

This policy sets out our commitment to tackling discrimination and promoting equality of opportunity irrespective of special educational needs and ability, sex, race, disability, religion or belief, sexual orientation or gender reassignment.

The Lumen Learning Trust continuously strives to ensure that everyone is treated with respect and dignity.

- We are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school.
- Each person in our school will be given fair and equal opportunities to develop their full potential.
- We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit Trust schools.
- We aim to identify and remove barriers to all pupils in every area of school life. We have high ambitions for all pupils and high expectations for participation.

Schools within Lumen Learning Trust have a commitment to equal opportunities. The schools in the Trust:

- set suitable learning challenges

- respond to pupils' diverse needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils.
- The achievement of all pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching.
- We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of special educational needs and ability, sex, race, disability, religion or belief, sexual orientation or gender reassignment.
- The Trust seeks to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation.
- The Trust will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

The Trust will achieve this by:

- treating all those within the school community (e.g. pupils, staff, governors, parents and the community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience;
- creating and maintaining a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices;
- encouraging everyone in community to develop and hold a positive self-image and high self-worth
- implementing a restorative approach in our behaviour policies
- having high expectations of everyone involved with the Trust community;
- promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly;
- identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all;
- monitoring, evaluating and reviewing all the above to secure continuous improvement in all that we do.

Roles and responsibilities

This equality policy informs other specific policies and action plans that the school produces including the School Development Plan and the School Self Evaluation.

This equality policy outlines the roles and responsibilities of everyone involved and connected to the Trust so that each person knows what is expected of them. Promoting equality and raising the achievement of pupils is the responsibility of the whole Trust staff and the wider community.

This equality policy is included in our induction arrangements for all staff new to Trust schools. Individual school induction procedures will highlight the duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

Trust Directors and individual school governors are responsible for:

- making sure the school complies with current equality legislation
- making sure this policy and its procedures are followed

The Headteacher of an individual school is responsible for:

- making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it
- making sure its procedures are followed
- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination

All school staff are responsible for:

- modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping

- promoting equality and avoiding discrimination against anyone
- keeping up to date with the law on discrimination and taking training and learning opportunities

Pupils are responsible for:

- keeping equality and diversity issues on the School Council agenda, through a shared input with staff on developing policies relating to this area. This may include:
 - the anti-bullying policy and specifically racist and homophobic bullying
 - developing school/class charters which challenge discriminatory behaviour

Parents/Carers are responsible for:

- keeping equality and diversity issues on the Parent/Teachers Association agenda, through a shared input with staff on developing policies relating to this area. This may include:
 - the anti-bullying policy and specifically racist and homophobic bullying
 - ensuring the sentiment of the above is within our Home School Policy

Visitors and contractors are responsible for:

- accessing and following our equality policy

Responsibility for overseeing equality practices in Trust schools lies with named members of staff and Local Governing Body members. Responsibilities include:

- Coordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- Monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/language or FSM, disabled pupils etc.)
- Monitoring exclusions

Awareness

All new staff, Directors and members of Local Governing Bodies will have the policy explained to them as part of induction arrangements. Following revision of the policy, changes will be communicated to all staff as necessary.

Breach of the policy

We will ensure that all Directors, Local Governing Body members, staff, pupils and parents are fully aware of the content of the equality policy and their responsibilities under it. All Directors, Local Governing Body members staff, pupils and parents will be expected to abide by the policies and principles set out in the policy and related policies.

All persons covered by the policy will be aware of their responsibility to report any action that constitutes or could be deemed to constitute a breach of the policy – in the first instance to the Headteacher and/or staff member with responsibility for equality matters. It will be for the Headteacher in consultation with other relevant staff to decide on appropriate response to any breach of the policy depending on circumstances and seriousness.

This may include amongst other actions:

- actions in line with the schools behaviour and anti-bullying policy and recording and reporting procedures
- leadership interviews
- formal or informal warnings
- home / school meetings / liaison
- involvement of Local Governing Body members
- fixed term or permanent exclusion

The whole Trust community is involved in the development and promotion of the policy through for example:

- the school newsletters and websites
- consultation meetings and discussions

- questionnaires
- feedback to governors at parents evenings
- governors and school council meetings

Making the Policy Available

We will make this equality policy widely available both within the school community and in the wider community so that all Local Governing Body members, staff, pupils and parents are aware of it and its contents. We will do this by:

- formally adopting the policy at relevant Trust meetings and recording this in the minutes
- making copies of the policy available to all members of staff
- discussing the policy with pupils and making sure they know what it means
- publishing our policy on the school website / sending copies home to parents via email
- informing parents about the policy in the school newsletter
- including an equalities statement in recruitment packs and the school prospectus
- referring to the Equality Policy in other policies and documents

Reporting

Trust schools will report on the Equality Policy annually. The Equality Policy will be reported in the following ways:

- Local Governing Body meetings and minutes
- The school newsletters and websites
- The school prospectuses

Evaluating and reviewing timescales

The Trust will evaluate the impact of the Equality Policy annually as part of the schools' self review process and monitoring schedule.

The Trust will review and revise (if required) the Equality Policy every three years. The current Equality Policy was reviewed in October 2018.

Date for review and revision will be October 2021.

Monitoring and Assessing the Policy

The Trust and Local Governing Bodies will monitor the impact of this policy on pupils, parents and staff including the impact on the attainment levels of our pupils and their emotional well-being.

Monitoring will include areas that could impact on pupils' attainment and well-being such as:

- school ethos - implementation and practice
- behaviour, social skills, bullying, exclusion
- pastoral support and guidance
- inclusion, curriculum, learning and teaching and provision for pupils with special educational needs and gifted and talented pupils
- impact of initiatives to promote emotional well-being such as Home School Link Work Activity Zone, Scrapstore PlayPod and Playground Games
- parental, community and outside agencies involvement
- attendance

We will do this through the individual school's monitoring procedures which include:

- performance data analysis
- lesson observations
- checklists, for inclusion, learning, conditions for learning and assessment for learning
- talking to pupils
- pupil, parent and staff questionnaires and feedback

- leadership links with year groups
- action planning and evaluation of success criteria
- feedback to governors

Monitoring information will help to see the progress Trust schools are making towards meeting equality targets and aims. In particular it will help to:

- highlight any difference between pupils;
- ask why these differences exist and test explanations given;
- review the effectiveness of current targets and objectives;
- decide what further action is necessary to meet particular needs and improve the performance of all pupils (which might include positive action);
- rethink and set targets in relevant strategic plans;
- make links with Performance Management objectives which will include qualitative information as well as quantitative data;
- take action to bring about improvements.

Assessing the impact of policies

We will monitor the impact of new or significantly amended policies on all our pupils, parents and members of staff through existing arrangements for developing and reviewing other school policies. We will continue to assess the effectiveness of our existing policies.

The main questions for assessing the impact of all our schools' policies – giving special attention to pupils' attainment levels and emotional well-being – will include the following:

- Do we help all our pupils to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
- Which groups of pupils are not achieving as much as they can? Why not?
- How do we explain any differences? Are the explanations justified?
- Does each relevant policy include aims to deal with pupil attainment differences? Do our policy aims lead to action to deal with differences that have been identified (for example, extra coaching for pupils, or steps to prevent bullying)?
- What are we doing to raise standards and promote equality of opportunity for pupils who seem to be underachieving and who may need extra support?
- Is the action taken appropriate and effective? Are there any unexpected results? If so, how are they being handled?
- Does each relevant policy include aims to promote equality and harmony, prevent or challenge discrimination?
- Does each relevant policy's aims lead to effective action?
- Can any action we take be traced back to individual policy aims and related targets and strategies?
- What changes does the school need to make to relevant policies, their aims and any related targets and strategies?

To answer these questions schools will consider the following:

- collecting and analysing relevant monitoring and other data;
- talking to parents, pupils and staff to find out their needs and opinions;
- carrying out surveys or special research.

Schools will use the results of these assessments to:

- rethink equality aims, targets and strategies;
- influence and guide planning and decision making.