



Equality Policy 2018 - 2021 & Objectives 2018 - 19

Kings Road Primary & Lawford Mead Primary & Nursery Schools

Certified as reviewed and approved by the Trustees of the HERA Primary Academy Trust: 11th July 2018

Next review date: Summer 2019 / Summer 2021

*The HERA Primary Academy Trust a company registered in England and Wales.
Company Number: 10571943.*

Statement /Principles:

This policy outlines the commitment of the staff, Governors and Trustees to promote equality across the HERA Primary Academy Trust. This involves tackling the barriers, which could lead to unequal outcomes so that there is equality of access and the diversity within the Trust community is celebrated and valued.

We believe that equality at our member schools should permeate all aspects of life and is the responsibility of every member of the Trust and wider community. Every member of the Trust community should feel safe, secure, valued and of equal worth.

At the HERA Primary Academy Trust equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

Opening statement

At the Hera Primary Academy Trust we welcome our duties under the Single Equality Act 2010. The school's general duties, with regards to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Gender.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.

The Hera Primary Academy Trust aims to promote pupils' spiritual, moral, social, and cultural development, with special emphasis on promoting equality, diversity and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to eradicate discrimination

The Hera Primary Academy Trust believes that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.

- Developing an understanding of diversity and the benefits it can have.
- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination, and instead promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from classes which pose conflicts to their own beliefs.

Dealing with prejudice

The Hera Primary Academy Trust does not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, through a thorough reporting procedure, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

All prejudice related incidents are recorded and reported to each member schools' Local Governing Board on a termly basis and to the Board of Trustee annually.

At the Hera Primary Academy Trust, our pupils are taught to be:

- Understanding of others.
- Celebratory of cultural diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school.
- Treat other members of the school unfairly.

The school's employee's will:

- Promote diversity equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.

Equality and dignity in the workplace

The Hera Primary Academy Trust does not discriminate against staff with regards to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.

- Pregnancy or maternity.
- Race, colour, nationality, ethnic or national origin.
- Religion or belief.
- Sex or sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Prejudice, in any form, is not tolerated at The Hera Primary Academy Trust and we are continuously working towards a more accepting and respectful environment for our schools community.

HERA Primary Academy Trust Equality Objectives 2018 - 19				
Objectives	Outcomes Success criteria	Actions to achieve outcomes	Key people responsible	Timescale
To improve the progress and attainment of all disadvantaged pupils in so that the difference between their outcomes and those of other pupils nationally decreases	A policy is produced which clearly states the rationale behind decisions made regarding the use of the PPG and actions as a result. The difference between outcomes for pupil premium children and all other children decreases	<ol style="list-style-type: none"> 1. Ensure that decisions on PPG spending are based on effective self evaluation / research 2. Produce a policy with rationale for pupil premium spending 3. Produce a report stating proposed spending plan 4. Put in place monitoring timetable 5. PPG Action Research with partner schools 	HoS/DHoS	Monitor termly and measure impact by July 2018
To address any gender differences in the outcomes	Gender differences in reading, writing and	<ol style="list-style-type: none"> 1. All teachers to use data to identify any gender differences. 2. All teachers create a curriculum which will be engaging for boys to 	Phase Leaders	Monitor termly and measure

across the school	maths decrease term on term	develop their reading and writing – children have a voice in this. 3. Teachers can state what they are doing to address any gender issues in their class.		impact by July 2018
To improve attendance of all disadvantaged children	Gap in attendance between disadvantaged pupils and others diminishes	1.Half termly monitoring with FSIC to identify pupils/PA and agree follow-up actions including working with parents/carers 2.Regular communication to parents regarding importance of regular attendance and punctuality 3.Involvement of outside agencies where appropriate 4.Rewards/activities/acknowledgment for children with excellent attendance 5.PPG Action Research with partner schools	HoS/FSIC	
To ensure that materials used in school promote equality and diversity	Children's' attitudes and actions reflect that they have a tolerant view of those around them who may be different in a wide range of ways.	Staff to monitor their use of images/ resources to ensure that they represent diversity and promote tolerance of difference	All staff	Monitor termly and measure impact by July 2018
To increase the membership of vulnerable pupils to out of school clubs and activities	Take up of clubs and extra-curricular experiences across all groups is broadly equal	1. Monitor the current take up of clubs 2. Carry out pupil perception of those who have not attended clubs 3. Take action based on pupil voice	HoS / DHoS	Monitor termly and measure impact by July 2018
To endeavour to ensure that the staff body, for each member school, is reflective of the local community	Staff body in each member school is reflective of the local community	1. Staff data is collated and analysed on an annual basis HR & Pay Committee to consider whether data is reflective of school community	CEO/CFO	

What's next?

It is often appropriate to include a closing statement which summarises your school's attitude on promoting equality.