



# Lawn Primary and Nursery School

'Children To Be Proud Of'

## Equality Policy

**Policy Owner**  
Headteacher

**Policy History**

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| <i>September 2024</i> | <i>Policy redrafted. Previous Policy – Equality Scheme</i> |
| <i>February 2026</i>  | <i>Updated the Objectives Table in the Appendix</i>        |
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## Statement of Intent

Lawn Primary & Nursery School recognises that certain groups in society can be disadvantaged because of unlawful discrimination they may face due to their race, sex, disability, gender reassignment, marriage or civil partnership, religion or belief, sexual orientation, age, or pregnancy and maternity.

The school has a statutory duty to publish an Equality Information and Objectives Statement. This policy sets out how the school determines its equality objectives.

### 1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Education and Inspections Act 2006
- Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Statement
- Admissions Policy
- Complaints Procedures Policy
- Grievance Policy
- Data Protection Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and Inclusion Policy

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination harassment and victimisation
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race including colour, nationality, and ethnic or national origin
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

The responsible body for the school is the governing board or the LA.

The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to former pupils' communications and activities.

The school will promote equality of opportunity for all staff and job applicants and will work in line with the Staff Equality, Equity, Diversity and Inclusion Policy

## **2. Roles and Responsibilities**

The governing board will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to:
  - Publish equality objectives at least every four years commencing on the date of the last publication. See Appendix A.
  - Update and publish information every year to demonstrate school compliance with the PSED.

- Champion equalities alongside the HT and school staff and undertake equalities training on an annual basis.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

The headteacher will:

- Implement and champion this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.

Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the headteacher as necessary and following up with pupils as required.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.
- Champion diversity and inclusion.

Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the head of year or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

The school will have an equality page on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

### **3. Equality objectives**

The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community.

The school sees all members of the school community as of equal value, regardless of any protected characteristic. The school's policies, procedures and activities will not discriminate but must nevertheless take account of differences in life experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

The school's Equality Information and Objectives Statement sets out how the school is meeting the PSED and outlines how equality of opportunity is ensured for all members of the school community. The Equality Information and Objectives Statement is reviewed at least every four years and is published on the school website annually.

The school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning. To achieve this, the school has established the objectives in appendix 1.

The school will regularly review the steps being taken and the progress made towards the achievement of these objectives and, in line with the specific duties of the PSED.

#### **4. Collecting and using information**

In accordance with the requirements outlined in the UK GDPR and Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.

The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of staff members on parental leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

The school will use the information it obtains to analyse any gaps present in its equality documentary, including the Pupil Equality, Equity, Diversity and Inclusion Policy and Staff Equality, Equity, Diversity and Inclusion Policy.

## **5. Publishing information**

The school will publish information to demonstrate its compliance with the Act. The school will publish information relating to people within the school community who share relevant protected characteristics, including:

- People affected by the school's policies and procedures.

The school will not provide this information if:

- The employee is employed under contract personally to do work.
- The employer does not have this information, and it is not reasonably practicable for the employer to obtain the data.

## **6. Promoting equality**

The school's Pupil Equality, Equity, Diversity and Inclusion Policy and Staff Equality, Equity, Diversity and Inclusion Policy set out the school's approach to promoting equality and diversity across the whole school community.

## **7. Addressing prejudice-related incidents**

The school is opposed to all forms of prejudice. The school will ensure that pupils and staff are aware of the impact of prejudice. The school will address any incidents immediately and, where appropriate, report them to the LA.

Any reports of bullying and prejudice will be carefully monitored and dealt with accordingly. Annual training will be given to all staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

## **8. Complaints procedure**

The school aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides.

The school will adhere to the Complaints Procedures Policy to ensure a straightforward, impartial, non-adversarial process, that allows a full and fair investigation, respects confidentiality, and delivers an effective response and appropriate redress. If a complaint has completed the school's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Complaints Procedures Policy.

The school will work to develop good professional relationships between colleagues; however, the school understands that sometimes conflicts may arise. Through maintaining open communication, the school

wants its employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the school's Grievance Policy.

## **9. Monitoring and review**

The headteacher will review this policy annually, to ensure that all procedures are up-to-date. The policy will be monitored and evaluated by the headteacher and governing board in the following ways:

- Individual attainment data
- Equal opportunities recruitment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying

Any changes made to this policy will be communicated to all relevant stakeholders.

## Appendix 1

### Equality objectives for Lawn Primary & Nursery School

|   | <b>Objective Detail</b>  | <b>Why we have chosen this objective</b>   | <b>To achieve this objective we plan to.....</b>   | <b>Progress we are making towards this objective</b>  |
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| 1 | <b>To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.</b> | Currently we identify gaps between Disadvantaged Gender SEND EAL and their prior attainment internally in school.  | Data collections will include categories for relevant protected characteristics.<br><br>Actions will be identified to target any gaps that are evident, and progress will be tracked.<br><br>Further analysis meetings, including Governors, to identify trends and gaps, and action plan accordingly. This will feed into the School Development Plan.  | Revised the data gathering and reporting details Feb 2026.<br><br>Meeting Scheduled for Week 2 Term 5 2026 with Chair of Governors and Curriculum Governor to drill down in trends within groups. |
| 2 | <b>Analyse attendance and behaviour data re. representation of specific groups (protected categories)</b>  | To monitor trends within groups of children and ensure that any issues are picked up on and acted upon quickly and whether there needs to be adjustments to our provision. | Both attendance and behaviour tracking and analysis will include categories for all protected characteristics where relevant. Actions will be identified to target any trends that are evident and interventions and /or support will be put into place and tracked. They may be included in the school development plan or picked up in a graduated response.<br><br>This data is reported in the Pastoral Report for Governors and School Leaders. | Pastoral report completed termly. Shared with teachers and Governors.<br><br>Attendance meetings happening fortnightly.   |

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|          |  |  | Hold regular (fortnightly) attendance meetings with the Attendance Officer and the Headteacher using DFE Attendance Information (VYED) to analyse our school data against local, national and similar schools. These meetings agree actions and are minuted.  |   |
| <b>3</b> | <b>Review our transition information to ensure we are not disadvantaging those families who have protected characteristics and as a result pupils get a less good start to school life</b> | Currently all parents receive the same information and access on entry to the school unless we have prior knowledge through other services/agencies. | Change the information gathering documents for parents to find out more about parents as well as pupils   | New MCAS System in place which can be translated into other languages.<br><br>Reviewed the information gathering forms at time of enrolment, including Nursery. |
| <b>4</b> | <b>To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.</b>                        | Currently we look at an individual level and not at a group level to identify trends for all protected characteristics.                              | Review attendance at Parents evenings and events and extra curricular events and analyse attendance by group rather than individual family and then act upon trends present to improve access and engagement.<br><br>Collect attendance data of parents at various events such as book looks, parents evenings and workshops. | Currently we collect data and review some groups attending clubs and after school events, and representation on school council and green team etc               |
| <b>5</b> | <b>For pupils to fully understand discrimination and bullying at school, and how their behaviour and interaction with others (peers and</b>  | We implemented a new behaviour policy and ladder in Summer 2024. Pupils who face challenges emotionally  | We will review the behaviour ladder in Summer 2026.   | The behaviour policy is used fairly consistently around school. There is an increased understanding of tolerance amongst the children and an increased          |

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|  | <p><b>wider groups / individuals) can be perceived</b></p> | <p>and socially find it challenging to be kind to their peers and understand respect and tolerance of others – which can result in inappropriate behaviours.</p> | <p>Continue to implement supportive groups such as ELSA, Nurture, Friendship groups, Lego Therapy, which focus on modelling language and skills which support pupils to work together in an appropriate manner.</p> <p>Whole class / school ethos PSHE lessons and assemblies to reinforce protected characteristics, positive behaviours and working together.</p> | <p>ability for pupils to recognise their own emotions and how to respond appropriately and respectfully to others. There has also been a reduction in behaviours reported at school.</p> <p>Anti-bullying week and Mental Health Events have been completed. SLT assemblies focusing on protected characteristics using key texts have been completed.</p> <p>We use Picture News weekly which also includes elements regarding protected characteristics and issues around the world.</p> |
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