



Lawley Primary School and Nursery Vision - Planting the Seeds, Growing the Future - is based on the two key principles Our Vision - Planting the Seeds, Growing the Future is based on the two key principles of: Encouraging better learners and developing life-long learners.

Our Values - We are clear about the values that we wish to emphasise in our school. These have been adopted as a result of a consultation, which involved a wide range of stakeholders, including pupils. The whole process produced lists of values that are not dependent on race, culture, class or religion. From the extensive lists produced, five core values were chosen these are: happiness, respect, courage, friendship, and responsibility.

Our Mission statement talks of providing an environment in which every child is cared for spiritually, morally, socially, culturally, intellectually, and physically, allowing everyone to be the best that they can be! We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum and have high expectations of all our children.

Equality Information and Objectives 2025

This policy is an amalgamation of the schools.

- Disability Equality Scheme & Accessibility Plan
- Race relations Policy
- Equal Opportunities Policy

This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender, or background.

Aims of this policy

- To ensure all learners are valued – equally and have access to a full curriculum and have the opportunity to fully participate in the life of the school.
- Ensure that diversity between individuals and groups is recognised and respected.
- Foster positive attitudes and relationships and a shared sense of cohesion and belonging.
- Develop good equalities practice in staff recruitment, retention, and development.
- Reduce and remove inequalities and barriers that already exist.

It will operate within the following legal framework.

This equality policy enables our school to meet our statutory obligations. The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It also provides some changes about which schools need to be aware.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The 2010 Single Equality Act places a duty on governing bodies to publish information to show how their school complies with the Equality Duty.

Based upon the above legislation, the work of Local Authorities and other interested groups this Single Equalities Policy identifies seven principles in which equal opportunity for all and the removal of barriers to learning and progress based upon gender, race or disability are recurring themes.

It is unlawful for a school to discriminate against a pupil, prospective pupil or member of staff by treating them less favorably because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity.

Gender Equality

We will actively seek to:

- Eliminate unlawful discrimination and harassment.
- Promote equality of opportunity between men and women.

Sexual Orientation

We will actively seek to:

- Promote equality of opportunity regardless of sexual orientation.
- The school recognises their equality duties as essential to reflect international human rights standards as expressed in the United Nations Convention on the Rights of the Child, the UN on the Rights of people with Disability, and the Human Rights Act 1998.

The School Context

Gender

The school is a primary school and the year group the breakdown is as follows (September 2025):

Year group	Boys	Girls	Total
6	27	32	59
5	26	34	60
4	30	30	60

3	38	22	60
2	28	32	60
1	30	30	60
Reception	32	28	60
Nursery	7	8	15
Totals	212	209	434

School monitors progress of all groups of children, including boys and girls, and amends planning and curriculum contexts to address their needs and interests.

Of our nineteen-teaching staff, three are male. In support staff we have, one male caretaker, one male teaching assistant and four male PE coaches. The remaining staff are all female.

All staff, through Performance Management and development interviews, have the opportunity to discuss their personal and professional aspirations. Wherever possible, school supports staff in determining and continuing their own professional development.

Through the staff handbook staff are aware of reporting procedures should there be concerns about discrimination against themselves and others.

Race

The school proactively meets its three statutory responsibilities to:

- Promote equality of opportunity in employment and through the delivery of education,
- Tackle racial discrimination,
- Promote good relations between communities.

The school promotes good relationships between different racial groups through an anti-racist curriculum and ethos by,

- Exploring children's own cultural heritage
- Developing partnerships with other local schools
- Developing partnerships with other schools nationally
- Building on partnerships already in place with school communities from other countries
- Examining issues around commonality and interdependence through curriculum areas.
- Working with the Multi-cultural Development Service.
- Making use of a wide range of resources to deliver the curriculum.

School has procedures in place for reporting racial incidents, which are followed up with children and parents. Parents are responsible for supporting the school's equality policies and signing the home school agreement. Where appropriate the school also addresses issues around racism through the curriculum. In the case of absence, staff are sensitive to relevant community issues.

Disability:

The school currently has 434 children on role, none of whom are identified as disabled. There are currently no members of staff who have a disability.

Disability Provision

- In addition to our generic admission arrangements, as a school, we take into account the specific needs of individuals including those with a disability.
- Pupils with disabilities will have equal access to appropriate learning opportunities, which take into account individual needs and disabilities.
- As a school we will facilitate access to the specialist support services when appropriate and necessary.
- Presently we have 3 disabled toilets, a disabled parking bay, wide access doors to all blocks including the main entrance (including a number of automatic doors) and ramps to access different areas outdoors (to the field and around the new block)
- Further advice on additional provision will be sought when necessary.
- We have an accessibility plan which can be seen on request from the Headteacher.

At Lawley Primary School we agree with the Department for Education's five-part definition of British Values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

We believe it is incredibly important that these British Values permeate through every school in the country. At Lawley Primary you will encounter these values throughout our everyday school life and, in particular, through our promotion of Spiritual, Moral, Social and Cultural understanding and through our school values - Happiness, Courage, Respect, Friendship and Responsibility

Guiding Principles

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and gender identity
- Whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook, and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made.
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised.
- Gender, so that the different needs and experiences of girls and boys, and women and men, are recognised.
- Sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures, and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents.
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment retention and development.

We ensure that policies and procedures should benefit all employees and potential employees for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin, or national status.
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist:

- Disabled and non-disabled people
- People of different ethnic, cultural, and religious backgrounds
- Girls and boys, women, and men

Principle 6: We consult and involve widely.

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- Disabled as well as non-disabled.
- People from a range of ethnic, cultural, and religious backgrounds
- Both women and men, girls, and boys
- Gay people as well as straight

Principle 7: Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys
- All people regardless of sexual orientation

Ethos and Organisation

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with.

- Pupils' progress, attainment, and achievement
- Pupils' personal development, welfare, and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention, and professional development
- Care, guidance, and support
- Behaviour, discipline, and exclusions
- Working in partnership with parents, carers, and guardians.
- Working with the wider community

Action Plans

We recognise that the actions resulting from a policy statement such as this are what make a difference.

We draw up an action plan within the framework of the overall school improvement plan and self-evaluation that sets out the objectives we shall pursue in relation to all aspects of school life, including equality. The objectives that we identify take into account national and local priorities and issues, as appropriate.

We review our action plan annually and report annually on progress towards achieving the objectives we have identified.

The Curriculum & Planning

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflects the seven principles set out above and resources and planning support the delivery of each of the curriculum areas.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice, which stand in the way of fulfilling the legal duties referred to:

- Prejudice around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against travellers, migrants, refugees, and people seeking asylum.
- Prejudices reflecting sexism and homophobia.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded, and dealt with.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and Responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plan are implemented.

A member of the governing body has a watching brief regarding the implementation of this policy.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom.
- Deal with any prejudice-related incidents that may occur.
- Plan and deliver curricula and lessons that reflect the principles above.
- Support pupils in their class for whom English is an additional language.
- Keep-up to date with equalities legislation relevant to their work.

Lawley Primary School Equality Objectives

The Public Sector Equality Duty requires our school to publish information about Equalities. The Equality Act 2010 clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

Protected Characteristics – school must take into account when publishing information:

Disability

Sex (gender)

Race (ethnicity)
Pregnancy and Maternity
Religion and Belief
Sexual Orientation
Transgender

There are also 2 other protected characteristics that schools do not have a direct duty:

Age
Marriage and Civil Partnership

General Duties

Lawley Primary School is committed to meeting its public sector duties and acknowledges that we have a statutory duty to:

Eliminate unlawful discrimination, harassment, and victimisation.
Promote equality of access and opportunity within our school and within our wider community.
Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities, and ethnic origins.

Specific Duties

The school has a duty to publish information. Much of the information and analysis will relate to the school improvement plan, evaluations, and pupil data – we intend to use the information to improve education for all groups in the school.

At Lawley Primary School

We aim to be an inclusive school and provide for equal opportunities throughout all aspects of our work and activities. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents, and carers, irrespective of race, gender, disability, belief, religion, or socio-economic background. In order to further support pupils, raise standards and ensure inclusive teaching, we have set ourselves the following objectives:

Targets	Success Criteria	Actions/Review	Next Steps
To monitor and analyse pupil achievement by different groups, including gender, and respond to any trends or patterns in the data that require additional support for pupils.	Data analysis shows equality of attainment/progress for all group is good in relation to their starting points.	The progress of all groups is continually tracked. Appropriate support is targeted where necessary to ensure all make at least good progress.	Continue to identify individual pupils, target and track interventions half termly to ensure identified pupils make accelerated progress to align with peers.
To raise outcomes for vulnerable learners in reading, writing and maths who are not achieving age related expectations.	Groups of pupils and individuals at risk of underachievement are identified and intervention is planned and implemented.	The progress of vulnerable groups – Pupil Premium/English as an Additional Language (EAL)/GRT/Service Children/Children in Care – is tracked and pupils who are not achieving their full potential are identified and provided with support and	Continue to track and identify vulnerable pupils. Target support in order for pupils to make accelerated progress. Include social and emotional aspects of learning to overcome barriers.

		intervention. Data shows that attainment for these groups is still an area for focus but that gaps are closing.	
To monitor and analyse pupil attendance statistics regularly.	Attendance improves across the whole school community including attendance for groups considered to have protected characteristics.	School attendance overall is high. Weekly meetings held between school attendance officers (SN/KR) to identify pupils whose attendance is below 90%	Continue to monitor attendance. Target support for low attenders.
To review levels of parental engagement in learning and school life across all activities to ensure equity and fairness in access and engagement.	Any gaps in engagement from all groups in school life have been identified and addressed.	Review the role of the PFSO annually to identify where support and input is needed in order to encourage parental engagement in learning and school life across all activities.	Pupil and Family Support Officer to continue to work with individual children and families and improve engagement of some hard to reach parents.

Equality Information and Objectives Policy_- Document Status			
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