

Equality Information and Objectives Statement

At Lawn Manor Academy we believe that all stakeholders deserve to be treated with compassion, we recognise and understand the needs of diverse stakeholders, many of whose lives we will enrich and enlighten through their experiences in the classroom.

We respect, acknowledge, and celebrate the different traditions and cultures; developing a community who contribute to school to enrich and enlighten all. Our community is at the heart of all our decisions, ensuring it is a great place to learn and to work, creating a vibrant society with amenities for all age groups.

We value difference and diversity, we want everyone to achieve no matter what their starting point, valuing the whole person over academic success.

We seek to remove the barriers that prevent historically disadvantaged groups from realising their potential ensuring fairness and social justice. We will treat all staff, pupils, visitors and applicants for employment equitably. No one will be accorded less favourable treatment because of age, disability, race, sex, gender reassignment, maternity and pregnancy, family circumstances, marital/civil partnership status, race, religious beliefs, sexual orientation or transgender status.

The school's general duties regarding equality are under the Equality Act 2010:

- Eliminating discrimination
- Fostering relationships between people who share a protected characteristic and those who do not
- Advancing equality of opportunity

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

- Sex
 - Age
 - Race
 - Disability
 - Religion or belief
 - Sexual orientation
 - Gender reassignment
 - Pregnancy or maternity
 - Marriage and civil partnership
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We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and 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.

We believe that a greater level of success and happiness from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel that they belong is a commitment of the school. This environment will be achieved by:

- Being respectful to all stakeholders
- Always treating all members of the school community fairly, listening to any concerns that they may have
- Developing an understanding of diversity and inclusion and the benefits it can have through a robust PSHE and Personal Development curriculum
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school, regularly delivering the message through deliberate community activities and planned assemblies and lessons
- Adopting an inclusive curriculum that is accessible to all that is regularly reviewed to ensure inclusivity, compassion and kindness and at the heart of what we do
- Encouraging open-mindedness through learning, discussion and modelling the behaviours we expect to see
- Challenging bias and calling it out when seen to ensure fairness for all
- Ensuring policies and procedures consider equal opportunities and these considerations form a key part of considerations prior to implementation or amendment of a policy
- Promoting a culture where pupils, staff and parents feel able to share concerns and worries generally, but also particularly for those individuals who have a protected characteristic

We are committed to having a balanced, diverse and objective 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 through a broad curriculum in a way that prevents discrimination and promotes inclusive attitudes. Pupils will be taught how to express their views in a way that allows them to develop their understanding of all concepts and topics.

We do 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, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Independent, to develop their own personalities and thoughts and to express them in ways that show kindness, compassion and respect for others
- Celebratory of diversity, recognising that differences are to be embraced
- Ambitious, not just for themselves but for the academy and the wider world
- Inclusive. Treating all members of the community with respect, fairness and kindness. Ensuring that all pupils and staff can thrive in the environment; belonging to a community that supports and challenges its' members.
- Aware of what constitutes discriminatory behaviour and how to address, report or challenge this behaviour

The school's employees will not:

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

The school's employees will:

- Promote diversity and equality
- Encourage and adopt an inclusive attitude
- Lead by example
- Seek training if they need to improve their knowledge in a particular area

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning events at all levels that celebrate and educate about differences and diversity, for example 'Culture Day'
- Inviting guest speakers to talk to pupils about diversity and delivering a series of opportunities for pupils and staff to share their views, contribute to the ethos and values of the school
- Incorporating lessons about diversity into the curriculum

We do not discriminate against staff regarding their:

- Age
 - Disability
 - Gender reassignment
 - Marital or civil partner status
 - Pregnancy or maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation
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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 and internal processes are non-prejudicial, whether they result in warnings, dismissal, or any other form of sanction.

As a school we work tirelessly to ensure that all voices can be heard, and all groups are represented. Through our work with the Local Governing Body (LGB) we are constantly receiving support and critical analysis to ensure that our policies and procedures are robust and ensure that all members of the community are treated with respect and are subject to no discrimination or prejudice. Specific staff are employed to ensure that our English with Additional Language (EAL) pupils are supported to feel part of the community as they develop language acquisition. Additionally, we have a dedicated team working with our pupils with Special Educational Needs and Disabilities (SEND) to ensure that they can access all areas of the curriculum and to thrive in the environment. For these pupils adaptations can be made to ensure that there is equity in their education and their ability to contribute their voice and talents to all areas of academy life. For pupils from a disadvantaged background, there is a dedicated Lead member of staff tasked with removing barriers and working with families to remove the learning gap and encourage success. Regular pupil voice surveys and the development of the pupil leadership team ensures that we can respond to the needs and feelings of our pupil community.

For our staff, we have developed a culture of openness and honesty that encourages discussion and dialogue. Alongside this regular staff surveys ensure that all staff can be honest about their feelings and any issues that they perceive in the academy.

For all groups, strategic action plans exist to ensure that any barriers to learning including but not restricted to: specific needs, economic factors, cultural factors, mobility, gender, are identified and planned for.

Prejudice of any kind is not tolerated within the school, and all staff, governors, leaders and pupils are committed to eliminating any discrimination and educating themselves and each other on how to recognise, respond to and eradicate any such behaviours that directly contravene the values and ethos of the school.

School Objectives:

1	Equity in Education: To reduce variation in attainment gaps between pupil groups.
2	Ensure the curriculum reflects diversity in culture, gender, and ability, providing a clear and coherent learning experience for all pupils which enable them to understand others, value diversity and human rights, and participate responsibly in their community
3	Enhance physical and digital accessibility for students and staff with disabilities.
4	Reduce incidents of bullying, harassment, and discrimination related to protected characteristics.to ensure that all pupils have an excellent experience in the academy.
Objective 1:	Equity in Education: To reduce variation in attainment gaps between pupil groups. (SIP Priority 1)
Actions:	<ul style="list-style-type: none"> • Implement targeted interventions (e.g., tutoring, mentoring) • Provide strategic staff Continuous Professional Development (CPD) on adaptive teaching strategies • CPD for staff focused on Unconscious Bias • Monitor progress through termly data reviews • Ensuring the highest quality accessible Formative Assessment strategies and Improvement and Correction Task (IACT) to improve individualised feedback for all learners • Increasing the quantity and quality of academic language, vocabulary and disciplinary literacy use across all curriculum areas
Evidence:	<ul style="list-style-type: none"> • Pupil outcome data • Intervention impact reports • Staff CPD records • Pupil Voice • Staff Voice • Quality Assurance of lesson visits
Responsible:	Senior Leadership Team (SLT) SENDCo

Objective 2:	Ensure the curriculum reflects diversity in culture, gender, and ability, providing a clear and coherent learning experience for all pupils which enable them to understand others, value diversity and human rights, and participate responsibly in their community
Actions:	<ul style="list-style-type: none"> • Audit curriculum content for representation. • Update resources to include diverse authors and perspectives. • Integrate appropriate forms of on-going training on equality into the school's staff development programme which ensures that all T&L is inclusive and adaptive.
Evidence:	<ul style="list-style-type: none"> • Curriculum audit reports. • Quality Assurance of lesson visits • Student voice surveys • Curriculum overview documentation • PSHE curriculum overview • CPD programme for staff
Responsible:	Leadership Team Raising Standards Leaders (RSLs) PSHE Coordinator Head of Pupil Development & Character

Objective 3:	Enhance physical and digital accessibility for pupils and staff with disabilities.
Actions:	<ul style="list-style-type: none"> • Conduct accessibility audits of buildings and online platforms. • Provide assistive technology and differentiated resources. • Train staff on reasonable adjustments
Evidence:	<ul style="list-style-type: none"> • Audit reports. • Records of adjustments made. • Feedback from pupils and staff. • Pupil Passports • Quality Assurance of lesson visits
Responsible:	SENDCo Senior Leadership Team (SLT)

Objective 4:	Reduce incidents of bullying, harassment, and discrimination related to protected characteristics.to ensure that all pupils have an excellent experience in the academy.
Actions:	<ul style="list-style-type: none"> • Anti-bullying Action plan • Deliver equality and diversity training for staff • Deliver equality and diversity education for pupils. • Monitor and report incidents termly.
Evidence:	<ul style="list-style-type: none"> • Behaviour / CPOMS logs. • Training attendance records • Annual safeguarding report • ILEARN & PSHE Curriculum • Staff Voice • Pupil Voice
Responsible:	SLT – Leads for Anti-Bullying & Behaviour SLT - Designated Safeguarding Lead (DSL) LGB reporting