

## **Lawnwood School Equalities information**

### **We eliminate discrimination by:**

- Committing to equality and diversity as a foremost consideration in all aspects of school life: we recognise our responsibilities to inclusivity, promoting outcomes for all, and protecting all members of our community.
- Taking seriously the need to consider equality implications when developing, adapting, or reviewing any policy, procedure, or significant decisions regarding the daily life of the school.
- Understanding our obligations to equality and diversity under the 2010 Equality Act.
- Actively promote equality and diversity through the curriculum, including the spiritual, moral, social, and cultural development of students.
- Ensuring our admissions arrangements are fair, equitable, and transparent.
- We are committed to a “no bystanders” approach to bullying and discrimination.
- We teach students that they have a right to be themselves and to express themselves.
- Introducing a robust Anti-bullying policy: wherein bullying and prejudice are addressed through the assembly program, the curriculum, Registration, and our Behaviour and Relationships policy. We also engage with external organisations such as Stonewall to support this work;
- And systematically recording all prejudice -based incidents and monitoring cohorts over time to identify patterns and inform improvements. A new bullying reporting system has been developed in order to more effectively track and monitor incidents of this kind.
- Actively encouraging students to report any and all incidents to staff, which includes supporting students to identify trusted members of staff, the anonymous reporting facility on the school website, and raising the profile of a community no-bystanders approach.
- Treating allegations of discrimination as a priority. All such incidents will be escalated to the Headteacher, or the Chair of Governors, who will undertake appropriate action.

### **We advance equality of opportunity by:**

- Listening to the voice of our community through student and parental voice, and utilise data collected in school to inform the School Improvement Plan.
- Having reliable procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admission procedures.

- Collecting data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slower progress in acquiring appropriate literacy and numeracy skills.
- Collecting and analysing data relevant to all protected characteristics which informs whole school priorities, Department Improvement Plans, Year Improvement Plans, and ensures our commitment to equality and opportunity for all.
- Being a School of Sanctuary
- Ensuring that language used in school is inclusive, such as “inclusive toilets” as we are conscious of the potentially damaging impact of negative language in matters such as race, gender, ability and sexuality.
- Ensuring a common narrative across the curriculum to ensure our students are ambitious and confident learners.
- Committing to identifying obstacles for all of our students, and subsequently working to reduce and remove these removing inequalities and barriers.
- Ensuring equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- Continuing to implement a deeply embedded curriculum offer around Careers: Focus On Your Future.
- Being considerate of the varying needs of different groups, for example, ensuring students can pray during the school day.
- Actively encouraging all students’ participation in our extensive Enrichment and extra-curricular offer.
- Challenging all adults in the Lawnswood community to remain vigilant regarding possible cultural assumptions and bias within their own attitudes.
- Liaising closely with families from diverse/a range of backgrounds, this is recognised as essential to effective communication and partnership.
- Ensuring that staff are aware of the language and dialect spoken by students and their families, to promote effective and conscientious communication.
- Ensuring that the school environment is accessible to the whole school community, for example the use of access ramps and the lift.
- Supporting parents and the wider community in engaging with events throughout the school year, such as Parents Evenings, or Lawnfest through considering accessibility and language barriers such as the need for translation.

**We foster good relations by:**

- Preparing our pupils for life in a diverse society and promote the spiritual, moral, social and cultural development of our school community.

- Teaching our community about difference and diversity and the impact of stereotyping, prejudice, and discrimination across the curriculum, including tutor time, PHSE, EPR, and Wider World.
- Developing a Behaviour and Relationships policy that is underpinned by a commitment to restorative practice.
- Developing a Behaviour Curriculum with explicit teaching of expectations, to support students.
- Composing and using materials and resources that reflect the diversity of the school population and local community.
- Promoting a whole school ethos of embedding confidence and fuelling ambition for all.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Our inclusivity and diversity is expressed through community facing resources, displays, and social media.
- Fostering student leadership across the school.
- Encouraging students' agency in their aspirations, choices, and opportunities within school, for example, through the FOYF offer.
- Working with our local community and external agencies.
- Providing a range of extra-curricular activities and visits, and trips to expose students to the wider world.
- Rewarding students for going above and beyond to reinforce our ambitious expectations.