St Lawrence Primary School

Equality Objectives 2026-2029

Date Written:	September 2026	**Responsibility:**	Principal / Vice Principal
Date Reviewed:	September 2027	**Next Review:**	September 2027

Introduction:

The Single Equality Scheme requires all schools to consider 'General' and 'Specific' Duties in promoting equality across the full range of protected characteristics which are:
sex, race, disability, sexual orientation, religion or belief, gender reassignment, pregnancy or maternity, age (in the school's role as an employer).

The St Lawrence Equality Objectives are part of our school's single equality scheme. Reference should be made to the following policies/reports:

- THPT Equality Policy
- THPT SEND policy
- THPT Maternity/Paternity Leave and Pay Policies
- KMPS SEND Information Report (published annually)
- KMPS Accessibility Plan

Other related policies include:

- THPT/KMPS Attendance Policy,
- THPT Safeguarding Policies,
- THPT Anti-Bullying Policy,
- THPT Complaints Policy,
- THPT RSHE policy,
- THPT Respectful Relationships Policy,
- THPT Suspensions and Exclusions Policy.
- THPT Disciplinary Policy/Procedure
- THPT Grievance and Harassment Policy/Procedures

The Specific Duties

a) Information showing the school has complied with the General Duty

Duty:	Examples of Actions Taken:
Eliminate conduct that is prohibited by the Act	Proactive: • Equality Policy, Respectful Relationships Policy (including behaviour policy) are reviewed annually and is fully compliant with the Equalities Act (2010). This is published on the school website and inform the review of all other policies. • Publishing availability to complaints policies, whistleblowing and grievance policies to stakeholders. • The school's ethos, communications, curriculum and 'who we are' is underpinned by our 4 core values (Kindness, Teamwork, Aspiration and Reslience); our expectations that every pupil is 'ready, respectful and safe' and the curriculum aim for our children to 'be the change they wish to see in the world.' These values, expectations and ethos are an embodiment of the fundamental British values of respect, democracy, individual liberty, tolerance and the rule of law. These are explicitly taught and emphasised across the curriculum, in termly pupil reports, in staff communications (INSET, development meetings, daily briefings) and in communications with parents (the website, newsletters, parent letters, Instagram and other social media). • Children are rewarded through our School Reward Systems (Positive Points) for demonstrating our 4 core values and for displaying the expected behaviours of 'ready' 'respectful' and 'safe.' • Inclusive Practice within the school is informed by ordinarily available provision, the SEN Profiles of Need and the SEND graduated response (underpinned by the SEND Code of Practice, 0-25 years) • Promotion of the Respectful Relationships Policy and Anti-Bullying Policy – increasing awareness of these regularly and routinely across the school year. • We ensure that the recruitment, retention and development of staff is undertaken in a fair and equitable manner. For example, shortlisting is carried out using anonymised applications. Reactive: • All racist and discriminatory incidents are recorded and reported. • When children display behaviours prohibited by the act, we take time with the child to reflect on their behaviour and to consider alternative choices. There will always be communication with parents and appropriate sanctions are given when this is in line with practice and procedure. • Strong line management provides regular opportunity for communication to discuss working relationships and concerns. • Relevant procedures are in place to address conduct that is prohibited by the act – for staff (grievance and harassment policy/procedures, disciplinary policy/procedures) and parents (Keeping Schools Safe, Surrey 2024).

Advance equality of opportunity between people who share a protected characteristic and people who do not share it	• All children have access to the whole curriculum – interventions and additional provision for children with SEND are rotated on the timetable or run for short periods of time so that the same subject/part of the curriculum is not missed. • Monitoring and analysis of a range of data to ensure school policy and practice promotes equality of opportunity – attendance, behaviour (including suspensions), achievement outcomes, parental attendance at parent/teacher meetings, parent workshops, extra-curricular provision • All pupils are enabled to participate in all curriculum trips/residential events (should parents provide consent). • Our school environment is accessible for children and adults. All developments to the building take into consideration the needs of those who are less mobile or those who have additional needs. • There is a strong outward focusing approach to developing good practice – working locally with Effingham and Surrey Inclusion specialists, Trust networks (SEND, and tapping into professional expertise - including from our Special School Phase). • Reasonable adjustments are made and for individuals – students, staff and parents. These are reviewed over time to ensure that these are meeting need.
Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it	• We are always striving to improve representation in all areas of school life – curriculum, curriculum resources, role models, visitors to school, trips, recruitment/staffing. • We continue to increase our stock of books to ensure they are more representative of those with protected characteristics – both in terms of those who feature in them and those who write and illustrate. These include texts from other countries and/or other languages, texts featuring characters with a disability or from same sex parent families etc. Any books, that do not accurately reflect minority groups are removed. • Ourr class text entitlement is increasingly representative of races and cultures. • The THPT RHE/RSHE Policy obliges that all students have access to RSE and health education that enables them to make responsible and well-informed decisions. The curriculum, specifically tailored to each key phase, aims to support the development of self-respect and empathy for others and and learn how to recognise, avoid and address any issue of exploitation and abuse. • Diversity is promoted and celebrated across the school curriculum. Units of work are chosen and developed to promote diversity and to address global/local current issues. The school recognises and promotes anti-bullying week and a rotating programme of religious/non-religious worldview and cultural festival and events • We aim to ensure that adult role models are reflective of a diverse range of cultures (staff, visitors and those presented in the curriculum).

The Specific Duties

a) Publish evidence of Equality Analysis Undertaken

Policy/Practice Considered	Outline how the policy/practice was evaluated	Outcome of analysis

Anti-Bullying Policy	Trust leader/Trustees/Senior Leaders feedback from engagement. (with input from schools across the Trust, including our special education phase)	The policy already addressed different types of bullying. The wording now includes the different protected characteristics as set out in the Equality Act (2010). This is now a THPT policy.
Respectful Relationships Policy (Behaviour Management)	Trust leader/Trustees/Senior Leaders feedback from engagement. (with input from schools across the Trust, including our special education phase)	This policy has been amended following additional government guidance and it has been adopted across THPT
Child Protection/Safeguarding	Trust leader/Trustees/Senior Leaders feedback from engagement. (with input from schools across the Trust, including our special education phase)	This policy already complies with the Equality Act (2010) and has now been adopted across THPT. It is updated on a yearly basis. The 2025 policy has been updated to reflect the changes embodied in KCSIE 2025
Equality and Diversity Policy	Trust leader/Trustees/Senior Leaders feedback from engagement. (with input from schools across the Trust, including our special education phase)	There is an Equality Policy which complies with the Equality Act (2010). A THPT version has been written which encompasses both pupils and staff.
Exclusions	Trust leader/Trustees/Senior Leaders feedback from engagement. (with input from schools across the Trust, including our special education phase)	This policy complies with the Equality Act (2010)
Home-School Agreement	Trust leader/Trustees/Senior Leaders/Parents (with input from schools across the Trust, including our special education phase)	This policy already complied with the Equality Act (2010). Whilst it does not identify specific characteristics, it talks about all children, fairness and consistency. It also includes the statement that the school will 'ensure equality for all'.
Recruitment and Selection	Trust leader/Trustees (with input from schools across the Trust, including our special education phase) (with input from schools across the Trust, including our special education phase)	Policy was updated.
Special Educational Needs	Trust leader/Trustees/Senior Leaders feedback from engagement. (with input from schools across the Trust, including our special education phase)	There is a clear focus on monitoring and tracking groups and individuals ensuring equality for all. This has been adopted as a THPT policy.

The Specific Duties

b) Publish details of engagement undertaken

Individual/Group	The nature of the engagement	Outcomes from consultation

Pupils	**Termly Pupil Surveys** (The Engagement Platform – moving from annual Edurio survey) **Specific Consultation(s) for pupils** – via school council – who collect feedback from their classes.	▪ 'Enrichment Days' created by children and led by children and funded by our PTA to provide a wealth of opportunities across that promote and strengthen wellbeing, mental health and curriculum enrichment Pupil feedback feeds into School Evaluation INSET – informing the School Improvement Plan
Parents	**Routine and informal engagement** • open door policy for parents/staff • leaders availability for questions, messages (at gates, in playground daily) • parents as recipients of emails and communicators via email • parent mail or paper copy news **Routine Parent Stakeholder Consultation** • twice yearly 'on the spot' consultation – parent/teacher meetings – paper survey • at least annual survey for parents (The Engagement Platform) **Specific Consultation(s) for parents** • Inclusion parent meetings **Home School Link Worker** • training and coffee and connect • Including sessions specifically for families of children with SEN/D (autism support)	▪ Increased opportunities for information sharing – facebook, instagram. ▪ New school website ▪ Increasing the range of extra-curricular clubs running at lunch time and with additional external providers after school available to all children. ▪ Tea and Talk sessions and Parent Workshops run by staff and in collaboration with local services Parent feedback feeds into School Evaluation INSET – informing the School Improvement Plan
Staff	**Termly Staff Surveys** (The Engagement Platform) **Specific Staff Consultations** • Feedback • Improving behaviour procedures	Annual School Evaluation INSET for all staff (using pupil and parent feedback)– informing the School Improvement Plan. Staff are routinely asked for their input into changes and decision-making.

Objectives 2026-2029:

Objectives	Actions	Person Responsible	Impact
To further diminish the attainment difference and ensure that all children (and all groups) progress well from their starting points	▪ Strengthen ordinarily available provision across the school ▪ Strengthen teaching and learning through instructional coaching with a particular emphasis on increasingly skilful adaptation.	**Inclusion Leader** **Teaching & Learning Leader**	

	▪ Continue to develop how equity meetings are used to address gaps in attainment for all groups.	**Teaching & Learning Leader**	
To promote cultural development and understanding through a rich range of experiences both in and beyond the school & promote cultural understanding between different ethnic groups	▪ Strengthen StL experiences further, reviewing and extending cultural experience and understanding. ▪ Continue to broaden the range of visitors to school who represent a broader range of cultures and traditions.	**Curriculum Leader**	
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.	▪ Continue to broaden opportunities for engagement and participation of parents in the life of the school. • Consultation • Volunteering • Relationships / communication • ParentKind ▪ Strengthen the impact of parental engagement and participation	**Headteacher**	