The Brickfields Trust

Equalities Information and Objectives

Lawford Mead Primary & Nursery School

2026

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1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Our school has considered how well we currently achieve these aims with regard to the eight protected equality groups of:

Race	Age
Disability	Pregnancy and maternity
Sex	Religion and belief
Gender reassignment,	Sexual orientation.

In compiling this equality information we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

The following people were involved in the identification of evidence and the compiling of objectives:

- Executive Headteacher and senior leadership team, Chair of Trustees and appropriate school staff.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination.
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools. This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The board of trustees will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head of school.

The Head of School will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to trustees.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and trustees are regularly reminded of their responsibilities under the Equality Act.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities).

In fulfilling this aspect of the duty, the school will:

- Analyse attainment data each academic year showing how pupils with different characteristics are performing.
- Review the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).
- Review further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.

- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council/Talk 4 Change leaders are formed of pupils from a range of backgrounds in Year 6; they meet weekly with their 'Houses' so they involve the whole school. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays.
- Is accessible to pupils with disabilities.

8. Equality objectives

Our School Context

62.6% of our pupils are from a White British background with 37.4% coming from minority ethnic groups and 28.1% of children are identified as having English as an additional language (in comparison to the 22.8% national average for EAL). This makes it important to ensure that our pupils are aware of the cultural diversity that makes up the wider population. Our racist incidents are thankfully rare but we are not complacent about this and feel that this does not mean that our children do not hold misconceptions about faiths and ethnic groups different to their own. Therefore, we ensure that there is full coverage within our curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding. This continues to remain a priority and forms part of our Equality Objectives.

The number of pupils eligible for free school meals is 42%, well above the national average. We work hard to raise aspiration for all children. Our core vision statement and school ethos demands that staff hold high expectations for all children regardless of starting points or background.

We currently have two children with significant physical disabilities and we use careful curriculum planning and assembly themes provide opportunities to share positive images of disabled people. This continues to remain a priority and forms part of our Equality Objectives.

Focused attention is given to the needs of specific groups of pupils and there is special provision provided for certain groups as appropriate. Every class teacher is responsible for analysing the progress and attainment of all groups within their individual classes to ensure that there is no underachievement and as a result of this analysis a provision map is created to outline provision needed. Performance of all pupils is challenged by members of the Senior Leadership Team at termly Pupil Progress meetings. Progress and attainment of groups across the school are monitored by the Inclusion Manager and this information is shared with Trustees termly.

Behaviour in our school is good overall with extensive provision in place for children with Social Emotional and Mental Health needs, of which there is a high number. Staff are all trained in Trauma Perceptive Practice, the Essex approach to understanding behaviour and supporting emotional wellbeing. Incidents of bullying are thankfully rare but dealt with swiftly, with all accusations of bullying quickly and thoroughly investigated. However, we are aware that incidents of name calling and "falling outs" online when children are outside of school are an increased area of risk.

Equality Objectives 2025 to 2028

Narrowing the Gaps

1. To ensure all pupils develop at a consistent rate across the school.
2. To ensure that children with SEND are making progress in line with other children with SEND nationally
3. To ensure that disadvantaged children are achieving in line with all children.
4. To continue effective monitoring to ensure that no groups or individuals are underperforming, particularly those from any of the protected equality groups.

Fostering Good Relations

5. To further develop and enrich curriculum and develop links with other schools to ensure children are fully aware of the diversity of ethnicity and faiths and disabilities that make up modern British society particularly as this diversity is not reflected in our community.

6. To maintain the profile of British Values and what it means to be British.

9. Monitoring arrangements

The Trust CEO and Head of School will update the equality information we publish, at least every year and will share this with the board of trustees annually.

The Equality Objectives will be updated and reviewed by the board of trustees at least every 4 years.

This document will be approved by the board of trustees.

We also monitor:

- Early years profile data
- End of Key Stage data
- Teacher assessments and analysis
- Pupil progress meetings and termly academic data
- Punctuality and attendance data
- Homophobic, Bullying and Racist incident logs
- Special Educational Needs information
- Vulnerable pupils information
- Views of parents and pupils
- Staff meetings
- Trust Board meetings