

1. Policy Statement

Lawnside Academy is committed to fostering a learning environment where every pupil, member of staff and family feels valued, respected and able to thrive. We actively promote equality of opportunity, celebrate diversity and challenge discrimination in all its forms. This policy outlines our strategic approach to embedding Equality, Diversity and Inclusion (EDI) across all aspects of school life.

2. Legal Framework

This policy is underpinned by the following legislation and statutory guidance:

- Equality Act 2010
- Public Sector Equality Duty (PSED)
- SEND Code of Practice (2015)
- Keeping Children Safe in Education (KCSIE)
- Relationships, Sex and Health Education (RSHE) statutory guidance

The school must demonstrate due regard to:

1. Eliminating discrimination
 2. Advancing equality of opportunity
 3. Fostering good relations
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3. Our EDI Vision

We aim to create a school culture where:

- Every child feels safe, seen and supported
 - Diversity is recognised as a strength
 - Barriers to learning are identified and removed
 - The curriculum reflects the world our pupils live in
 - Staff are confident and skilled in inclusive practice
 - Families and the wider community feel welcomed and represented
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4. EDI Objectives (2025–2029)

These objectives replace the previous 2021–2025 cycle and reflect current priorities.

Objective 1: Strengthen an inclusive culture where all pupils feel a sense of belonging and safety.

Actions:

- Implement a whole-school approach to belonging, wellbeing and respectful relationships.
- Strengthen pupil voice through school council, focus groups and termly surveys.
- Ensure anti-bullying strategies explicitly address prejudice-based incidents.
- Improve visibility of diversity across displays, assemblies and school events.

Success Measures:

- Annual pupil surveys show improved sense of belonging and safety.
 - Reduction in prejudice-based incidents.
 - Positive feedback from parents and carers.
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Objective 2: Ensure the curriculum is representative, diverse and culturally rich.

Actions:

- Conduct a full curriculum representation audit across all subjects.
- Embed diverse authors, scientists, artists, historical figures and global perspectives.
- Ensure PSHE, RSHE and SMSC explicitly promote equality and respect.
- Provide staff with CPD on inclusive curriculum design.

Success Measures:

- Curriculum maps show clear representation across subjects.
 - Pupils articulate understanding of diversity and global citizenship.
 - Subject leaders evidence improved representation in planning and resources.
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Objective 3: Remove barriers to learning and ensure equitable outcomes for all pupils.

Actions:

- Strengthen early identification of SEND and additional needs.
- Use data to monitor outcomes for key groups (SEND, disadvantaged, EAL, ethnicity, gender).
- Implement targeted interventions where gaps are identified.
- Ensure reasonable adjustments are consistently applied.

Success Measures:

- Narrowing of attainment and progress gaps.
 - Improved attendance for vulnerable groups.
 - Positive feedback from pupils and families with SEND.
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Objective 4: Develop staff expertise and confidence in equality, diversity and inclusion.

Actions:

- Provide annual EDI training for all staff, including unconscious bias and inclusive pedagogy.
- Offer subject-specific CPD on representation and inclusive curriculum design.
- Strengthen inclusive leadership through coaching and professional development.
- Ensure recruitment processes promote fairness and diversity.

Success Measures:

- Staff surveys show increased confidence in inclusive practice.
 - EDI principles embedded in lesson observations and planning reviews.
 - Recruitment data shows improved diversity in applications and appointments.
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Objective 5: Strengthen partnerships with families and the wider community to promote equality and respect.

Actions:

- Engage families through workshops, forums and culturally inclusive events.
- Build partnerships with local organisations to enhance cultural capital.

- Improve communication with families of pupils with SEND or EAL.
- Celebrate community diversity through annual events and curriculum links.

Success Measures:

- Increased family participation in school events.
 - Positive feedback from parents and carers.
 - Wider community involvement in curriculum enrichment.
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5. Roles and Responsibilities

Principal

- Provides strategic leadership for EDI.
- Ensures compliance with statutory duties.

EDI Lead

- Oversees implementation of the EDI Plan.
- Coordinates monitoring and reporting.

Governors

- Hold the school to account for progress.
- Review EDI objectives annually.

All Staff

- Promote equality and inclusion in daily practice.
 - Challenge discriminatory behaviour.
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6. Monitoring and Review

- The EDI Plan will be reviewed annually by the Principal and EDI Lead.
 - Governors will receive termly updates on progress.
 - A full evaluation will take place in 2029, with new objectives set for the next cycle.
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7. Publication

This policy will be published on the school website and made available to all stakeholders.

Version	Date	Author	Notes on revision(s)	Date ratified by governors	Next review date
2	February 2026	C. Johnson	These objectives replace the previous 2021–2025 cycle and reflect current priorities.	March 2026	September 2029
1	September 2021	C. Johnson	New objectives written		