

Lowton West Primary School

Equality Plan 2026



The school's equality action plan takes into account the requirements of the:

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 2014
- Equality Act 2010
- Public Sector Equality Duty (PSED)
- Disabled Children and the Equality Act 2010: what teachers and schools need to know and what schools need to do (Council for Disabled Children, March 2022)

It links to the following policies:

- Equality Policy
- Anti-Bullying Policy
- Positive Behaviour Management and Discipline Policy
- SEND Policy, SEND Information Report and Local Offer
- Pupils at school with Medical Conditions
- Teaching and Learning Policy

MONITORING AND REVIEW

The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;

The policy and plan will be reviewed annually or sooner if necessary.

Lowton West Primary School

Equality Action Plan

Aiming High Together



School Vision

To inspire, achieve and succeed, we will aim high and build dreams and futures together.

Mission Statement

Providing the highest quality education, care and support for the whole school community.

Our mission statement is based on RESPECT:

R = Recognising the needs of the individual child

E = Ensuring a unique and engaging curriculum

S = Supporting each other to learn and achieve

P = Passionate about providing the highest quality education

E = Encouraging creativity, self – expression and imagination

C = Creating confident, resilient, life – long learners

T = The voice of everybody is heard

All the above statements help us to understand how we can all make a positive contribution to the school and the wider community.

We will do this through our core values:

- Respect
- Resilience
- Kindness
- Confidence

We also, at Lowton West Primary School, strive to develop and uphold British Values.

The five British values that the Government has identified for schools to focus on are: -

- Democracy
- The Rule of Law
- Individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Developing personal and social responsibility
- Respect for British Institutions

Equality at Lowton West

At Lowton West Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith/religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Lowton West Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Equality in our policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

1) Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, including the opportunity to reach the highest level of personal achievement. To do this, we will:

- Monitor achievement data by ethnicity, gender, socio-economic background (Pupil Premium) and disability, identify and action any gaps;
- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve **all parents** in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school, which are inclusive and reflective of **all our pupils**.

2) Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. We will support families with school admission and seek support for families from multi-agencies and the LA where necessary.

Exclusions will always be based on the school's Positive Behaviour Management and Discipline Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3) Equal Opportunities for Staff

At Lowton West Primary School, we are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. Staff who may be affected by characteristics protected by the Equality Act 2010 and the Public Sector Equality Duty will be consulted during decision making and actions to be taken.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three-year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

Publishing the plan

In order to meet the statutory requirements, we will:

- Publish our plan on the school website; ensure hard copies are available.
- Raise awareness of the plan through the school website, assemblies, School Council, staff meetings and other communications;

Check list for school staff and governors

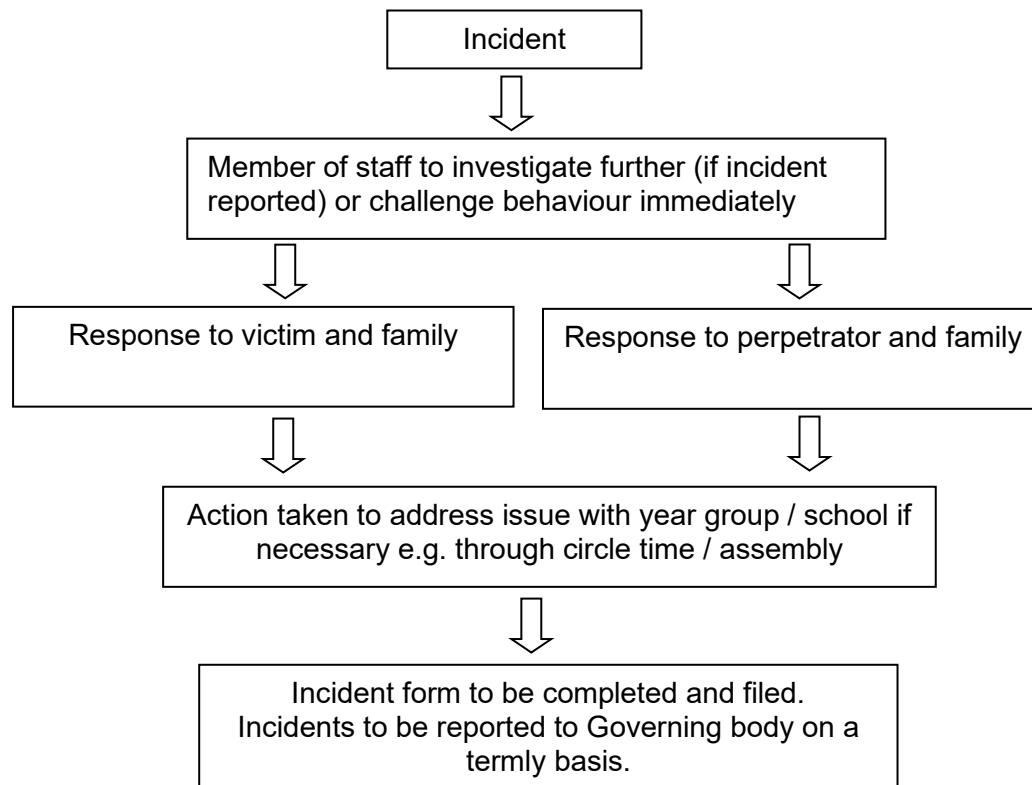
- ☒ Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- ☒ How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- ☒ Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- ☒ Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- ☒ Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- ☒ Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- ☒ Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?

- ✓ Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- ✓ Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- ✓ Are procedures for the election of parent governors open to candidates and voters who are disabled?

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

At Lowton West Primary School there is a procedure for responding and reporting discriminatory incidents:



Lowton West Primary School Action Plan

Equality Strand	Action	Staff involved	How will the impact of the action be monitored?	Responsibility For monitoring	Cost/ Time/ Resources	Timescale/ when by	Success Criteria
All	To ensure that robust policies and practices are in place which promote equality and inclusion ie. Accessibility Plan, SEND Policy, School Local Offer (SEND Information Report), Supporting Pupils with Medical Conditions, School Visits Policy	* all members of the school community * the Governing Body *parents/carers and visitors to the school	Governing body meetings Responses in parent consultation / annual survey	SLT Governors	Time to amend policies Time for consultation process with staff, parents and pupils Governors meetings	September 2026 – then ongoing	*SEND policy and local offer ratified by Governors and published on school website Sept 2026 *Policies are reviewed and agreed by governing body Autumn 2026 * Amended policies state that the policy has been reviewed with due regard to the Equality Act 2010, Public Sector Equality Duty (PSED), KCSIE Sept 2026, Children and Families Act 2014, Supporting Pupils with Medical Conditions 2014 and SEND Code of Practice 2014
All	To publish and promote the Equality Policy, Equality Plan and Accessibility Plan through the school website, newsletter and staff meetings/ TA forums.	* SLT * all staff members	*Question parents' awareness of Equality and Accessibility Plan in parent consultation. *Evidence of equality awareness in: * Staff training and staff induction * Newsletters * Information shared on school website * Consultations/ surveys with all members of the school community when decisions are to be made which could	SLT Governors	*Time to amend policies *Time for consultation process with staff, parents and pupils	September 2026 – then ongoing	*Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays, dealing with behaviour issues * Parents are aware of the Equality Plan * All members of the school community are involved in consultations and decisions which could affect the protected characteristics identified in the Equality Act and Public Sector Equality Duty.

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			affect those affected by inequality and the protected characteristics are to be made.				
All	Ensure the school prospectus and key school information is accessible online. Explore opportunities for information to be shared electronically through website/ School Spider/ Facebook. *Offer parents/carers the option for the prospectus and key school information to be printed in different languages.	SLT, Business Manager, Governors *EMTAS Team	The headteacher will seek the views of parents and carers.	Headteacher Governors	Time for SLT/ Governors to meet Meetings with EMTAS team	October 2026 Ongoing – review Nov 2026 Ongoing – according to pupils’ and parents’ needs	*The updated school prospectus is easily accessible online for all parents. *The possibility of alternative ways in which to present the school prospectus to be investigated by SLT. * EMTAS Team will support school to provide the prospectus in different languages where requested.
All	Ensure that policy and practice relating to recruitment, retention and training is inclusive of the diverse needs of applicants and staff.	SLT Governors School Business Manager	Governing body meetings.	Headteacher, Governing Body	Time for staff to attend training, meetings and consultations	Ongoing	*The school follows the safer requirements procedures and offers equality for all. A CPD programme is in place which caters to the needs of the individual. * SLT will consult with staff in relation to risk assessments, procedures, requirements, adaptations and training needs.
All	Ensure that the curriculum, displays and enrichment activities promote role	SLT and subject leaders through scrutiny of work	Work scrutiny School website Curriculum planning	SLT, Governing Body	Time for subject leaders to	Autumn 2026 – July 2027	* Increase in pupils’ participation, confidence and achievement levels.

Equality Strand	Action	Staff involved	How will the impact of the action be monitored?	Responsibility For monitoring	Cost/ Time/ Resources	Timescale/ when by	Success Criteria
	models that young people positively identify with, which reflect school's diversity in terms of race, gender and disability.	and lesson plans in different curriculum areas	Displays – learning walk Assemblies		complete work scrutiny, staff to complete displays and photograph displays		*Work scrutiny will record further links with local community, visitors, enrichment activities and displays all promote positive role model images around school.
All	To present positive images which promote British Values and reflect the diversity of the school and community in terms of race, gender and disability.	All staff	Assemblies Displays Books and resources Work scrutiny	SLT PSHCE subject leader	*Time for subject leaders to complete work scrutiny *Time for staff to complete displays and photograph displays	Review hall displays September 26 then ongoing across school termly	More diversity reflected in school and visually evident across all year groups.
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council and Eco-Committee by election or co-option), monitors/jobs, class assemblies, fund raising etc.	All staff	School council and Eco-Committee representation monitored by race, gender, disability, Pupil Premium pupils. Pupil interviews/ questionnaires	SLT	Time for staff to attend/ chair council/Eco meetings Pupil interviews PSHE Mgt time	Ongoing	More diversity in school council and Eco-Committee membership and pupils participating in the hustings. More diversity in pupils selected for other roles in school including House Captains, Play Leaders, Buddies, Sports Leaders and other roles in school.
Community cohesion	To celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	All staff	PSHE assessments, RE work scrutiny, evidence in assemblies, Religious Festivals and Cultural Events Calendar and multi-cultural displays.	SLT	Time for PSHE&C and RE subject leaders to complete work scrutiny	Sept 2026 calendar in place	Children have an increased awareness of different communities, cultures and beliefs.

Equality Strand	Action	Staff involved	How will the impact of the action be monitored?	Responsibility For monitoring	Cost/ Time/ Resources	Timescale/ when by	Success Criteria
					SLT and subject leaders to plan and implement multi-cultural calendar inc. assemblies		
All	*To ensure that extra-curricular activities (including Y6 residential trip) take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status. *Ensure that all extra-curricular activities are not be prohibited because of financial constraints. *Seek advice from the Local Authority's Disability Outreach Team /OT where needed.	All staff	Registers of extra-curricular activities. Pupil questionnaires about extra-curricular activities. Risk assessments completed to visits. Minutes from meetings with Outreach Team.	SLT	Time for staff to plan visits, meet parents, complete risk assessments Additional staff for 1:1 support for pupils with a disability.	End of Sept 2026 - school calendar and planner in place Ongoing	Attendance of extra-curricular activities reflects the diversity of the school population in terms of race, gender, disability and socio-economic status. Promotion of inclusive sports events at school and within the local authority. Pupil Premium and other funding sources support children in ensuring attendance at extra-curricular clubs and educational visits, including the residential visit in Year 6.
All	Provide extra and additional support for pupils who are under-achieving, in order to make extra progress in their learning and their personal well-being.	All staff Other agencies: e.g. TESS, EPS, SALT team, Outreach support, EMAS,	* Termly data to indicate off track pupils and those not making expected progress.	SLT SENDCo Pastoral and Safeguarding Manager	Time off timetable for pupil progress meetings	Ongoing Planning and Review meetings October 2026 then	Data analysis shows good progress for <u>all</u> groups of pupils.

Equality Strand	Action	Staff involved	How will the impact of the action be monitored?	Responsibility For monitoring	Cost/ Time/ Resources	Timescale/ when by	Success Criteria
		Wigan Family Welfare counselling, CAMHS, Family Help	* Pupil progress meetings to identify pupils. * Planned interventions to support pupils who are under-achieving and not making expected progress in their learning and personal well-being. * EH Plan meetings * Pupil interviews * Meetings with parents * EH Reviews and multi-agency meetings		Attendance at multi-agency meetings (EH Plans, Family Help, SEND provision)	Spring 2027 to plan multi-agency involvement then ongoing as required	
All	To ensure that the relevant support services are used fully and effectively.	* SLT * SENDCo * Pastoral and Safeguarding Manager	*Minutes from meetings eg. Early Help reviews, Family Help meetings, CAMHS, SALT, TESS reports, Ed Psych, Outreach Support meetings etc *SEND reports for Governors *Data for vulnerable pupils demonstrating progress *Pupil voice/ parent questionnaires	SLT Governors	Time allocated for SENDCo and Pastoral and Safeguarding Manager SENDCo/ Pastoral and Safeguarding Manager to chair/ attend meetings	Ongoing	*School and pupils/ families will be offered and access relevant support services. * Evidence of involvement of support services: Individual pupils will have any necessary support in their: - Learning - Behaviour - Emotional well-being - Social development
All	Identify any resources and CPD needs to support intercultural links and citizenship.	*SLT *PSHE&C Subject leader	*Performance Management / staff reviews and audits	SLT Governors	Mgt time for PSHE&C and RE subject leader to	Ongoing – link to PSHE and RE Action	Additional links made in the school curriculum to national and international schools.

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		*RE Subject leader	* PSHE&C and RE subject leader notes from cluster meetings and relevant training *SLT, RE and PSHE&C subject leaders to lead relevant training to staff and purchase resources		attend/ lead training *time for review meetings	Plans for additional timescales PSHE Network Meetings – termly RE Lead updates	The use of additional visits/ visitors/ resources is developed further throughout the year.
All	To ensure the School Council are involved in the promotion of equality of opportunity	* PSHE&C Subject leader	* School Council meetings * Assemblies (inc. assemblies led by School Council)	SLT Governors	Mgt time for PSHE&C subject leader to lead council meetings	New School Council Sept 26 then ongoing	* School Council minutes will evidence their involvement in the promotion of equality of opportunity eg. ensuring there are extra-curricular activities for both boys and girls * The School Council has boys, girls, SEN pupils, Pupil Premium pupils, Ethnic minority representation
LGBT	Promoting equality of opportunity through: * Ensuring all children and adults have equal opportunities in all aspects of school provision * Promoting British Values within the curriculum, including assemblies * Continue to embed the Jigsaw PSHE curriculum (updated scheme for Sept 2026) consistently across	* all members of the school community * those who lead acts of worship and assemblies * PSHE subject leader	* evidence in curriculum planning and work scrutiny * evidence from newsletters/ school website/ displays *pupil interviews *staff/ pupil/ parent questionnaires	SLT Governors	Time for subject leaders to complete work scrutiny, staff to complete displays and photograph displays Pupil interviews	*Autumn 2026 - ongoing	* All members of the school community involved and have equal access to what the school offers as a place of learning and employment * Children are able to discuss the importance of equality and protected characteristics. * All pupils will feel included

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	school and the school's PSHE policy which includes SRE & HE (updated DfE guidance).				Mgt time		* Children will understand and accept different families within our school community, enabling them to learn to accept others for who they are. * School will tackle homophobic, biphobic and transphobic bullying and make all pupils feel welcome.
Racial	Promote racial equality and eliminate unlawful discrimination *Raising awareness of racial equality by ensuring implicit and explicit teaching across the curriculum Ensure all school policies and practices promote racial equality *Promote positive attitudes to racial diversity (Mission statement and ethos) * Continue to participate in projects such as Give Racism the Red Card.	* members of the school staff and Governing Body	*policies published on website * Assembly planner/ school planner/ school website	SLT Governors		Ongoing	* All policies meeting requirements * Pupils participate in assemblies linked to racial diversity
Racial	Eliminate racist harassment * To establish clear reporting procedures for racial issues * To emphasise racial tolerance and understanding through school ethos and British values	* all members of the school community promoting racial tolerance and understanding	* racial incidents file *PSHCE curriculum *Assemblies planner * Pupil voice * Parent questionnaires	SLT Governors		Ongoing	* Clear procedures adhered to * No racial incidents reported

Equality Strand	Action	Staff involved	How will the impact of the action be monitored?	Responsibility For monitoring	Cost/ Time/ Resources	Timescale/ when by	Success Criteria
All	To maintain a wide range of annual events in school, such as Black History Month, Deaf Awareness Week or International Day, to raise awareness of issues around race, disability and gender.	* PSHCE coordinator, *Staff delivering assemblies	Evidence of annual events taking place to raise awareness of issues around race, disability and gender – assembly planner, school website, school displays	SLT Governors	Cost of visitors to school – where required	October 2026 then ongoing	Increased awareness of issues around race, disability and gender.
All	Promoting integration and tolerance: * To introduce the updated PSHCE curriculum (updated Jigsaw scheme Sept 26) and develop the new assembly planner to promote British Values & Religious/ Cultural Events * Pol Ed lessons included in PSHCE curriculum. * To arrange more visits to places of worship and visitors to schools from different religions * Continue established links with EMTAS team and raise awareness of the support available for pupils from different ethnic groups and staff training available * To draw links with schools from different cultures through topics taught * To invite speakers to raise awareness * Promote Fairtrade Fortnight	* PSHE&C Subject leader * RE subject leader * all teaching and non-teaching staff * Governing Body * EMTAS team * visiting speakers	*school website – visits, visitors, curriculum maps * training material from EMTAS team * PSH&C curriculum map * RE curriculum map *assembly planner *Pupil interviews	SLT Governors	* Time off timetable for PSHE&C coordinator *Staff meeting time *Time off timetable for RE coordinator *Cost of coaches to visit places of worship * Time for teacher to attend Twinning meetings	Monitor - Sept 2026 * Draw links through topics *continue links with EMTAS Team *Visits to places of worship and visitors/ speakers to school – ongoing	* Religious Festivals and Cultural Events Calendar in place to promote pupil's knowledge and understanding of different cultures and faiths * British Values are incorporated into assemblies and PSHCE curriculum * PSHCE scheme of work updated and shared with staff * An increase in extended learning opportunities (visits, speakers) – evident in curriculum maps, newsletters and website * Effective links with EMTAS continue; staff are trained in supporting pupils with EAL * Children gain a deeper understanding and show respect of other cultures and different ethnic backgrounds.

Equality Strand	Action	Staff involved	How will the impact of the action be monitored?	Responsibility For monitoring	Cost/ Time/ Resources	Timescale/ when by	Success Criteria
	*To ensure all school policies and practices include a statement promoting gender equality *To ensure the recruitment/ appointment process is free of gender bias * To ensure equal access to sports activities and teams through audit of extra-curricular clubs – through monitoring pupil involvement * Challenge stereotypes and explore healthy relationships through pupil workshops * Introduce Pol Ed lessons into PSHE curriculum.	- class behaviour codes *Premier Education * Healthy Relationship Workshops Rec – Y6	Staff evaluations from training			- review schedule 2026-2027 - Sports registers - Ongoing - Workshops: Healthy Relationships due to be covered again 2026-2027 when available - Other training to be planned throughout monitoring calendar	*Positive attitudes to gender equality are promoted; all forms of verbal harassment are eliminated *Codes of behaviour for all members of the school community place importance in equality *Clear reporting procedures for gender issues are in place *Behaviour codes in place and referred to regularly to promote equality * All pupils continue to have an equal access to a wide range of extra-curricular activities *There is an emphasis on gender tolerance and understanding through school ethos, values, staff and pupil workshops and PSHE&C curriculum * PE subject leaders monitor the sports registers completed by Premier Sport coaches to ensure equal access to activities is in place
Gender	Promote equality of opportunity between men and women *To review the Equality policy in line with the	- All staff - SLT - Governors - School business manager	*Review all school policies and practices to include the promotion of gender equality	SLT Governors	Time for staff to review policies and audit	*Policy to be reviewed September 2026	* The Equality Policy which promotes Gender Equality in place *Positive gender images being promoted through

Equality Strand	Action	Staff involved	How will the impact of the action be monitored?	Responsibility For monitoring	Cost/ Time/ Resources	Timescale/ when by	Success Criteria
	Equality Act 2010, Public Sector Equality Duty and Children and Families Act 2014 and other DfE guidance published – where appropriate *To ensure all school policies and practices include a statement promoting gender equality *To ensure the recruitment/ appointment process is free of gender bias * To ensure equal access to sports activities and teams through audit of extra-curricular clubs		* audit of extra-curricular clubs and sports events ie. uptake of vulnerable groups including boys and girls *clear recruitment/ appointments procedure	PE subject leader Sports leaders/ coaches for extra-curricular clubs	provision of activities	* ongoing action	the curriculum and code of conduct * All pupils consulted on Premier Sports lunchtime and after school provision *Boys and girls enjoying a range of sports
General	Monitoring attainment for boys and girls *To continue to analyse differences in attainment and progress *To be involved in initiatives which address gender underachievement *To ensure achievement is valued by boys and girls; promote excellence for all	*all teaching and non-teaching staff * Governing Body *involvement in extension activities in partnership with LLG/ LOGOS schools	*curriculum planning and curriculum maps * minutes of meetings with LLG/ LOGOS schools * data analysis and reports to governors	SLT Governors	Attendance of meetings Analysis of data	*ongoing action	*Policies and planning in place to support teaching and learning *Equal access to a broad and balanced curriculum which addresses any differences in attainment *Provision in place when differences are identified through data analysis *Effective links with LLG / LOGOS schools *Boys and girls involved in extension activities which promote achievement in learning