Fairlawn Primary School Equality Information and Objectives

The 2010 Equality Act places a duty on the school to publish the following information on an annual basis

Characteristics of our school population (as of September 2025)

Gender

	Foundation Stage (N & Reception)	Y1 – Y6	Total
Total	63	288	351
Boys	29	134	163
Girls	34	154	188

Free School Meals

FSM
14.24

Ethnic Groups – numbers

Albanian	2	Black African	18	Chinese	4	Other Ethnic Group	3	White and Any Other Ethnic Group	3	White Cornish	1
Arab other	1	Black and Any Other Ethnic Group	3	Greek	1	Other Mixed Background	4	White and Asian	7	White Eastern European	3
Any Other Asian Background	7	Black British	2	Information Not Yet Obtained	87	Other White British	5	White and Black African	6	White English	10
Any Other Black Background	8	Black and Chinese	1	Kurdish	2	Portuguese	5	White and Black Caribbean	14	White European	12
Any Other Ethnic Group	1	Black Caribbean	15	Latin/ South/ Central American	2	Refused	3	White and Chinese	1	White Irish	1
Any Other Mixed Background	16	Black European	1	Other Black	2	Thai	1	White and Indian	4	White Other	4
Any Other White Background	2	Black Ghanaian	1	Other Black African	1	Turkish	3	White and Asian	1	Other White British	3
Asian and Any Other Ethnic Group	1	Black Somali	4	Other Chinese	1	White and Any Other Asian Background	1	White British	105		

White British	Black African	Any other mixed background	Black Carribean	White and Black Caribbean
29.9%	5.1%	4.6%	4.3%	3.9%

First Language

Albanian	2	German	1	Spanish	2		
Arabic	1			Swahille	1		
Arabic (other)	1	Information not obtained	34	Somali	2		
Chinese (any other)	3	Krio	1	Thai	2		
Chinese	1	Kurdish	2	Turkish	3		
English	277	Pashto/Pakhto	3	Tiv	1		
French	2	Polish	1				
Flipino	3	Portuguese	5				
German	1	Russian	2				
Hungarian	1						
Total proportion of pupils who speak English as an Additional language – 11.3%							

Special Educational Needs

Stage	Numbers	%
No Specified SEN	282	80.2%
SEN Support	58	16.4%
EHC Plan	12	3.4%
% children with SEN for N to Y6	70	**19.8%**

Primary SEN type for pupils with SEN support and EHCPS	
Speech Language and Communication Needs	21`
Specific Learning difficulty	13
Autism	15
Social Emotional and mental Health	11
Other disability including sensory physical or medical	10
Total	70

Fairlawn School is a diverse community. Our aim is to ensure that everyone feels welcomed and included.
Article 2*: All children have the rights set out in the UNCRC, and individual children and young people shouldn't be discriminated against when these rights are realised. This covers both direct and indirect discrimination*
Article 12*: Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.*
Article 23*: Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.*

Equality Objective 1	To build and embed whole staff understanding of using trauma informed approaches
Why	Although we have had a lot of training on trauma informed approaches it is an area we feel needs to be revisited. We have the opportunity to work with ARC (Attachment Research centre) who support schools to be attachment and trauma aware. This practice benefits all members of the learning community and particularly the most vulnerable, by bringing together, sharing and celebrating best practice.
How	• Staff training sessions on trauma-informed practices from attachment research community (ARC) • Complete ARC audit – aim to achieve Bronze level • Create resources for teachers on recognising signs of trauma. • Implement peer support groups for staff to share experiences and strategies. • Collaborate with Holy Trinity to share experiences and resources • Develop the use of relational support plans • Revisit using a script to deal with unexpected behaviour
Expected Outcome	All staff use trauma informed approaches in their daily practice

Equality Objective 2	To further increase all children's confidence and competence in verbal communication through varied opportunities.
Why	Theme 2025 across the school development plan – Oracy "Articulating ideas, developing understanding and engaging with others through speaking, listening and communication." Developing children's oracy across the curriculum is crucial for enhancing communication skills and academic performance. Research shows that strong oracy is linked to improved literacy, enabling students to articulate their thoughts and engage in discussions effectively. Additionally, oracy promotes collaborative learning, fostering social skills and confidence.
How	• Engage with Twinkl and Camtree oracy project - English leader • Establish a whole-school oracy framework • Revisit structured talk opportunities in all subjects – Kagan structures • Promote family workshops – Parent briefing • Parent workshop about developing speaking and listening • Add oracy to Meet the Teacher slides • CPD – all staff speech and language therapist • Attend book talk course • Family learning workshops focusing on oracy games and storytelling – each year group • Engage local community figures to give talks and model effective speaking – Link to International evening
Expected Outcome	All children's voice's heard across all areas of school life

We will engage with our school community to ensure the objectives identified above are the best ones for this coming year based on the data analysis. The objectives will be reviewed when we review the school improvement plan and included, where appropriate, within the new plan. The Governing Body will review them regularly.

Prejudice related incidents

Records of behaviour incidents show that in 2024/25 There were 18 prejudice related incidents reported to the governing body There were no exclusions

Actions undertaken over the past year to promote Community Cohesion	
Actions in school	**Actions involving the local/wider/global community**
Choir and music performances Induction meetings for Foundation Stage parents	Participation in music events – performed at Young Voices and local secondary school

Workshops for parents on reading/phonics and maths PTA events – coffee morning new parents, winter and summer fairs Home visits as part of reception and nursery induction Books, food for the food bank and OPAL donations Urban Synergy seminar for years 5 and 6 Guest speakers for whole school assemblies – road safety, water safety, fire safety Raising money for books for hospitals International evening – parents bring a dish Meet the teacher events – September Parent questionnaires – feedback given during Parent briefings Various events throughout the year including: World Afro Hair Day, Show Racism the Red Card, Mental Health Day, Anti-Bullying Week, Clean Air Day, Stephen Lawrence Day, Windrush Day etc.	Visits to local places of worship, local museums, art galleries, parks Visits from local people to talk about their experiences of WW2 - Via Zoom PE –bronze scheme sports festivals, football, netball & athletics competitions Parents in to talk about own religions, cultures and careers Links with IOE, Greenwich university, Goldsmiths & local secondary schools Hosted student teachers. Work experience placements for local secondary schools Placements for trainee teaching assistants Advertising of local events in the newsletter or via email Parent volunteers for trips, forest school and reading Participation in Art competitions Eco club display in local shop and involvement in litter picking, cleaner air projects Children delivering poems to local residents for Empathy week