

# Barlows Primary School

## Equality Information and Objectives Statement

2025-2026



Committee with oversight for this policy:	Full Governing Body
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## **Barlows Primary School**

### **Equality Information and Objectives Statement**

At Barlows Primary School (BPS) we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of: sex. Age, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, marriage and civil partnership.

### **Aims to eradicate discrimination**

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.

Our school vision, “Dream, Achieve – Believe you can!” applies to all of our students. We believe that diversity is an aspect of our community that should be celebrated by all.

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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 positive relations across all characteristics

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Barlows Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We welcome our duties under the Equality Act 2010. The school’s general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils’ spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

## **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 governors are regularly reminded of their responsibilities under the Equality Act for example, during meetings.

Staff receive training on the Equality Act. The school has designated staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

## **Dealing with prejudice and celebrating diversity**

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.

- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days.
- Inviting guest speakers to talk to pupils about diversity.
- Incorporating lessons about diversity into the curriculum.

### **Equality and dignity in the workplace**

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will ensure that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

### **Equality objectives**

As a school we have chosen four main equality objectives which best suit our circumstances and contribute to the welfare of our pupils and our school community. They are a tool to help improve the school experience of a range of different pupils. Refer to Appendix A

### **Closing statement**

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.

## Equality Objectives

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
<p><b>1. Improve awareness and understanding of equality and diversity among staff and students.</b></p>	<p>Conduct an initial staff survey to assess current understanding and attitudes towards equality and diversity.</p> <p>Review and further develop and implement a comprehensive training program for all staff, focusing on equality, diversity, and inclusion.</p> <p>Further develop curriculum enhancements that reflect diverse cultures and perspectives.\</p> <p>Organise further workshops and events that promote cultural awareness and encourage dialogue among students and staff.</p>	<p>All staff complete training on equality and diversity.</p> <p>Increased student engagement in diversity activities.</p> <p>Positive feedback from staff and students on awareness initiatives.</p>	<p>Budget for specialist trainers and materials.</p> <p>Time allocation for staff training sessions.</p> <p>Costs associated with updating curriculum resources.</p>	<p>Senior Leadership Team</p> <p>Phase Leaders</p> <p>Equality and Diversity Officer</p> <p>Teachers</p>
<p><b>2. Refine the reporting and monitoring system for equality-related incidents in line with Anti-racist schools training.</b></p>	<p>Review monitoring systems for reporting and responding to incidents of discrimination and harassment.</p> <p>Provide staff training on the systems and ensure they understand their responsibilities.</p>	<p>All staff trained on the new system within the first term.</p> <p>A user-friendly reporting system in place and accessible to all students.</p>	<p>Time for development and training sessions.</p> <p>Budget for creating reporting materials and systems.</p>	<p>Senior Leadership Team</p> <p>Phase Leaders</p>

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
	<p>Create clear and visible guidance for students on how to report issues.</p> <p>Maintain transparent records and regular review processes.</p>	<p>Reduction in unreported incidents of discrimination.</p>		
<p><b>3. Enhance engagement with the wider community on equality issues.</b></p>	<p>Further develop partnerships with local community groups that focus on equality and diversity.</p> <p>Plan joint events and projects that involve both students and the wider community.</p> <p>Create regular newsletters and updates to keep the community informed about school initiatives and progress in equality objectives.</p>	<p>Formation of at least 3 new partnerships with community groups.</p> <p>Successful execution of joint events each term.</p> <p>Regular updates and positive community feedback.</p>	<p>Budget for event hosting and communication materials.</p> <p>Time allocation for planning and attending meetings and events.</p>	<p>Senior Leadership Team</p> <p>Inclusion Lead</p> <p>CU Lead</p> <p>Phase Leaders</p> <p>SENDCO</p>
<p><b>4. Enhance inclusivity in learning environments for SEND students.</b></p>	<p>Audit current classroom environments and teaching methods for accessibility and inclusivity.</p> <p>Implement further tailored training for teaching and support staff specific to SEND strategies and inclusive teaching practices.</p> <p>Revise curriculum and resources to ensure they are accessible for all students, including those with specific</p>	<p>Enhanced classroom environments that meet the needs of SEND students, with at least 80% positive feedback from SEND students and their families regarding</p>	<p>Funding for specialist equipment and teaching materials tailored to SEND needs.</p> <p>Training budget</p>	<p>SENDCO</p> <p>Phase Leaders</p> <p>All Teachers</p> <p>Senior Leadership</p>

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
	<p>needs.</p> <p>Further develop and establish a feedback loop with SEND students and parents to continually adapt and improve practices.</p>	<p>the effectiveness of the changes.</p>	<p>Additional support personnel hours.</p>	