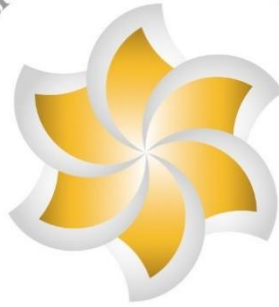


Be the best you can be




Barrow Island
Community Primary School

Barrow Island Community Primary School

Equality Information & Objectives

2024/2027

Roles within these Procedures	
SENDCo	Vicky Evans
Head teacher:	Vicky Evans
Chair of Governors:	Carly Buckingham
Clerk to the Governors:	Kay Malone-Heddles

Approved by ¹	
Name:	Carly Buckingham
Position:	Chair of Governors
Signed:	
Date:	September 2025
Proposed Review Date ²	September 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

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](#).

3. Roles and responsibilities

The governing board 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

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

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.

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 (except where data is suppressed):

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse 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
- Publish 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 pupils within the school. All pupils are encouraged to participate in the school's activities, such as sports clubs.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

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:

- Is appropriate for pupils from different religious groups
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

Objective 1: To ensure that Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during weekly staff meetings / Governor meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

Why we have chosen this objective: To raise the awareness of the Equality act and responsibilities under the act – within the staff and governing body.

To achieve this objective, we plan to: Provide training for governors.

Progress we are making towards this objective: Feedback from governors.

Objective 2: Raising awareness of the needs of pupils with SEND

Why we have chosen this objective: Improve the capacity of the school to support pupils with SEND effectively ensuring that all pupils make good progress.

To achieve this objective, we plan to: Complete a comprehensive review of our provision and determine actions to improve practice. Ongoing CPD for staff to support SEND through: [EEF Recommendations](#)

Progress we are making towards this objective: Completed review. New SEND link Governor. Weekly SEND scenarios / case studies on staff agenda which are showing positive impact for those pupils. Improved practice in class for supporting children with SEND.

9. Monitoring arrangements

The Headteacher will update the equality information we publish, at least every year.

This document will be reviewed by governing body at least every 4 years. This document will be approved by the Headteacher and Chair of Governors.