



EQUALITY POLICY AND OBJECTIVES

1. Aims

Barnes Primary School is committed to providing an inclusive, safe and respectful environment where all members of our community are treated fairly and are able to thrive.

In fulfilling our duties under the Equality Act 2010 and the Public Sector Equality Duty (PSED), the school has due regard to the need to:

1. Eliminate discrimination, harassment, victimization and other conduct that is prohibited by the Equality Act 2010 (the act covers the following protected characteristics: sex, race, ethnicity, disability, religion and belief, sexual identity and orientation, gender reassignment, marriage and civil partnership, pregnancy and maternity and age)
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. Foster good relations across between individuals and groups across our school community.

Beyond statutory compliance, we are committed to:

- ensure due regard to the need to eliminate unlawful discrimination, harassment and victimization
- foster good relations through tackling prejudice and promoting understanding
- assess the impact of school policies on pupils, staff and parents of different groups, including the perceived impact on the attainment standards of these pupils
- monitor the operation of all the school's policies including their perceived impact on the attainment standards of pupils from different groups
- take reasonable steps to make available the results of its monitoring

We have a vision of an integrated society that recognizes and celebrates strength in its diversity. To make this vision a reality, we constantly strive to:

- create a culture of belonging in which difference is valued and respected
- ensure that barriers to participation, learning and wellbeing are actively identified and removed
- ensure safeguarding, fairness and dignity for all pupils and adults
- promote high expectations and ambition for every child

Equality underpins all aspects of school life and decision-making and supports our wider commitment to inclusion, wellbeing and high-quality education for all.

This policy is grounded in our statutory safeguarding, equality and inclusion responsibilities, and in our commitment to ensuring every pupil and adult experiences fairness, belonging and safety.

Our school aims are set out below.

The school strives to:

- treat all children fairly, care for them and ensure their safety
- ensure that all children are well taught so that they achieve the best possible academic results
- help all children to develop a sense of personal responsibility and an awareness of the importance of being considerate and caring towards others through all that we do including the personal development curriculum
- provide an educational service that meets the individual needs of all children within the school community
- keep parents regularly informed about their child's progress and about all aspects of school life



- be welcoming at all times and offer parents the opportunity to become involved in the daily life of the school
- promote physical fitness and an awareness of the importance of personal hygiene, exercise and diet
- develop in each child an understanding, appreciation and respect for different religions, beliefs and moral values through the development of tolerance and mutual understanding we seek to prepare children to live in a multicultural society
- provide children with a broad and varied educational experience which incorporates the National Curriculum and fully embraces physical education, the arts and music

In particular, we:

- celebrate the diverse nature of our school
- are committed to ensuring equality in all areas of our work
- are determined to tackle discrimination in all its forms

We recognize:

- the inclusive nature of the revised National Curriculum 2014 and the opportunities Personal, Social, Citizenship and Health Education (PSCHE) present for encouraging 'respect for diversity'
- the importance of celebrating festivals from diverse faiths
- that minority ethnic groups include Gypsy Travelers, Refugees and Asylum-seekers and less visible minority groups (for example, Eastern Europeans)
- the important contribution immigrants and their descendants have made to Britain
- the importance of community cohesion and global citizenship
- the importance of strong home/school and wider community links

2. Legislation and guidance

This document meets the requirements, based upon 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 requires schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

[Public Sector Equality Duty: Guidance for Public Authorities \(2023\)](#) – replaces 2011 GEO guidance

- [EHRC Technical Guidance for Schools in England \(updated Sept 2025\)](#) – especially for sex and gender reassignment
- [Ofsted Equality Objectives 2023–2027](#) – especially inclusion expectations

This document is based upon Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#). This policy also reflects updated guidance from the Equality and Human Rights Commission (2025) and Ofsted's inclusion-focused inspection framework.

3. Roles and responsibilities

3.1 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 annually
- delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The governors of the Teaching, Learning, Access and Inclusion committee (TLA&I) monitor equality. They will:

- meet with the Headteacher and other relevant staff members every term, to discuss any issues and how these are being addressed
- ensure they are familiar with all relevant legislation and the contents of this document
- attend appropriate training
- report back to the full governing board regarding any issues

3.2 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
- recognize pupils and staff that champion the school's diversity and inclusion culture

3.3 The Deputy Headteacher will:

- support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- support the Headteacher in identifying any staff training needs, and deliver training as necessary
- ensure that all school staff have read this document and work to achieve the objectives set out

4. School context

Barnes Primary School is committed to supporting the wellbeing and dignity of all pupils. Where pupils may express questions or uncertainty regarding their identity, the school adopts a safeguarding-first, child-centred approach, in line with Department for Education guidance.

The school recognises that:

- biological sex is a legally relevant characteristic under the Equality Act 2010
- there is no general duty for schools to agree to requests for social transition
- parents and carers should be involved in decision-making relating to a child's welfare, except in exceptional circumstances where there is a clear safeguarding risk

All decisions are made on a case-by-case basis, taking into account:

- the age and developmental stage of the child
- safeguarding duties to the individual child and to others
- the rights and protections of all pupils and staff

Bullying, harassment or discrimination of any kind will not be tolerated.

4.1 Public Sector Equalities Duty statements (Eliminating discrimination)



The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our [policies and statements](#), 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. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

4.2 Staff training

All new staff will read this policy as part of their induction. They will also take part in any training that happens during the initial INSET days in September. Staff that arrive mid-year have an induction process and a thorough staff handbook that signposts key messages.

Governors are actively seeking to make the Governing Body more diverse and representative of the families at our school.

The Senior Leadership Team (SLT) regularly lead assemblies celebrating diversity, British values and the importance of equality to ensure understanding.

There is a focus during curriculum theme weeks on challenging stereotypes and discrimination based on any of the protected characteristics e.g., ensuring that female scientists are a focus when celebrating science week.

We also regularly review our curriculum offer to make sure that it reflects our cohort/community and is up to date, part of this also looks at ensuring we are diverse in what we share with pupils (resources and flipcharts) so that all are valued.

Each week the Headteacher uses the Monday morning staff meeting (and subsequent email to all staff) to ensure staff are aware of the latest research and that key information is disseminated. Tuesday Headteacher briefings before professional development/staff meetings also include more focused content often linked to diversity.

The Headteacher, SLT and wellbeing mentor will monitor equality issues as part of annual phase and curriculum reviews and conduct a specific inclusion review to raise awareness of needs within each year group.

4.3 Promoting and celebrating diversity and representation

In September 2020, a new post in school was created for a class teacher to lead on Pupil Voice in Key Stage 2 and to promote and celebrate diversity within the school. This role has been designed so that the aims of this policy and links with the Barnes Inclusion Alliance (BIA) are further strengthened.

A group of parents have formed the BIA which aims are to ensure that:

- We are fully accepting of differences in each other and see them as normal
- We celebrate our diversity and learn from each other
- We make a conscious effort to make everyone feel included in our school and community.

The BIA will work with our Headteacher and diversity lead to implement their diversity and inclusion programme using a three-column approach of education, representation and communication.

Our whole school weekly newsletter raises awareness by including information (when they happen/are brought to our attention) regarding incidents based on inequality in our local community.



4.4 Equality considerations in decision-making

The school ensures it gives due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- cuts across any religious holidays
- is accessible to pupils with disabilities
- has equivalent facilities for boys and girls
- that subsidized trips are available when applicable

4.5 Monitoring by ethnicity

The school recognises that individuals may experience overlapping or cumulative disadvantage linked to more than one protected characteristic (intersectionality). We recognize monitoring – through pupil progress meetings, data analysis and observations - as essential to ensure that groups are not disadvantaged.

We will monitor:

- admissions
- attainment
- attendance
- punctuality
- behavior logs (CPOMS)
- racist incidents and actions taken - there is a termly return to the borough
- SEND (Special Educational Needs and Disabilities) Register
- after school clubs
- music tuition
- the number of pupils participating in extended school holiday 'camps'
- the selection and recruitment of staff
- governing body representation and retention
- parents attending consultation meetings
- parents' involvement in the life of the school (representation on PTFA (Parent Teacher Friends Association), attendance at parents' evenings, volunteering in the classroom or for school trips, school productions support, attendance at house events, such as Sports Day)

The Headteacher regularly analyses pupil performance data according to groupings of children using the termly SIMS reporting of different groups for classes and year groups and an awareness of the numbers being reflected. Where appropriate or where trends are identified, clear points of action will be discussed in the pupil progress meetings.

Pupil progress meetings take place each term so that teachers in each year group meet with the Headteacher and Deputy Headteacher to analyse the data. This ensures that any amendments to the provision or extra intervention are planned for before the next term starts. It also informs future planning and events that take place to help address any inequalities.

Class teachers are then expected to focus on underperformance and to look for any trends/actions that may need to be taken to combat this and to put in the intervention necessary.

Half-term meetings between the Headteacher and Education Welfare Officer (EWO) take place to tackle attendance or punctuality issues.



4.6 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 minimizing disadvantages suffered by people which are connected to a particular characteristic they have (e.g., pupils with disabilities)
- Taking steps to meet the needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic (as identified in our objectives) to participate fully in any activities (e.g., encouraging all pupils to be involved in the full range of school clubs/music tuition)

In fulfilling this aspect of the duty, the school will:

- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information, for example the progress and attainment of those previously known to social care and the attendance of SEND pupils
- Identify improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

4.7 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 belonging, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE (Religious Education), citizenship and personal development education and activities in other curriculum areas
- Holding assemblies dealing with relevant issues - celebrating Black History Month, International Women's Month and challenging stereotypes. Pupils will be encouraged to take a lead in such assemblies and we will invite external speakers to contribute
- Providing books in our library that celebrate different cultures and family make-up
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organizing school trips to a range of places for worship
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school: for example, our School Council, Food Focus Group and Eco Committee include representatives from different year groups and are formed of a boy and girl from the relevant classes, from a range of backgrounds. All pupils are encouraged to participate in the school's activities and extended provision opportunities. All pupils in KS2 (Key Stage 2) participate in competitive sporting opportunities
- We have developed our links with people and groups who have specialist knowledge about characteristics to help inform and develop our approach and SEND experts to work with staff

5. Monitoring arrangement

The Deputy Headteacher will update the equality information we publish annually. This document will be reviewed annually by the TLA&I committee, for approval by the full governing body. This policy supports the school's approach to inclusion under the current Ofsted Education Inspection Framework, where inclusion, safeguarding and equality of opportunity are evaluated across leadership, curriculum, behaviour and pupil experience.

The Governing Board ensures that equality duties are met in a proportionate and meaningful way, focused on improving lived experience and outcomes rather than administrative compliance.



6. Links with other policies

This policy underpins all our other policies, statements and how we operate at Barnes Primary School.

7. Single Equality scheme – seven principles

We are adopting seven principles, adapted from those chosen by the Department for Education in their Single Equality Scheme.

Principle 1

All learners are of equal value

All learners are of equal value and should benefit from our school policies, practices and programmes:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation and faith, national origin or national status
- whatever their gender or sexual orientation
- irrespective of other factors such as age, income, family circumstances or where they live

Principle 2

Relevant differences should be recognized

Treating people equally can mean treating people differently. Different people have different needs and treating them all the same can lead to some people being disadvantaged because their needs are not met. Our policies, practices and programmes must not discriminate, but may be differentiated to take account of differences in life experience, outlook and background and in the kinds of barrier and disadvantage which people face in relation to:

- disability, so that reasonable adjustments can be made
- ethnicity, culture and religion, so that different cultural backgrounds and experiences of racism are recognized
- gender and sexual orientation, so that the different needs and experiences of boys and girls, women and men are recognized
- factors such as age, income, family circumstances or where people live, so that different needs and experiences are recognized

Principle 3

Workforce development

Policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation and faith, national origin or national status
- whatever their gender or sexual orientation
- irrespective of other factors such as age, income, family circumstances or where they live

Principle 4

Positive attitudes and relationships should be fostered

Policies and programmes should promote:

- positive attitudes towards disabled people, and good relations between disabled and non-disabled people
- positive interaction and good relations between groups and communities different from each other in terms of ethnicity, culture, religious affiliation and faith, and national origin or national status



- mutual respect and good relations between boys and girls, women and men, and people of different sexual orientation
- mutual respect and good relations between people from different age groups, with different income or family circumstances or who live in different places

Principle 5

Society as a whole should benefit

Policies and programmes should benefit society, both locally and nationally, by fostering greater cohesion, and greater participation in public life of:

- disabled people
- people of a wide range of ethnic, cultural and religious backgrounds
- women as well as men, and lesbian, gay, bisexual and transgender people as well as heterosexual people
- people from different age groups, with different income or family circumstances or who live in different places

Principle 6

Current inequalities and barriers should be addressed and reduced

In addition to avoiding or minimizing possible negative impacts, our policies and programmes should take opportunities to maximize positive impacts by addressing, reducing and removing inequalities and barriers that already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- boys and girls, women and men, and people of different sexual orientation
- people from different age groups, with different income or family circumstances or who live in different places

Principle 7

Policy development should involve widespread consultation and involvement

People affected by a policy or programme should be consulted and involved in the design of new policies, and the review of existing ones. Such consultation should be both direct and be based on principles of transparency and accountability. It is particularly important to involve those who in the past have been excluded or disadvantaged, and who continue to face barriers:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- women as well as men, and lesbian, gay, bisexual and transgender people as well as heterosexual people
- people who face challenges because of their age group, income, family circumstances or where they live

Equality objectives

The below objectives are identified on a four year cycle (2023-2027) and reviewed annually. Our equality objectives are:

- evidence-informed and proportionate
- focused on improving outcomes and experiences



- reviewed regularly for impact

The objectives below form part of the school’s wider inclusion and improvement planning.

Objective:	Why we have chosen this objective:	To achieve this objective, we plan to:	Progress:
<p>To monitor the progress of non-white British (the way SIMS enables us to monitor currently)</p> <p>Links to point 1</p>	<p>To ensure that children make maximum gains and remain high profile in all pupil progress meetings</p>	<ul style="list-style-type: none"> • Start of year trackers to identify ethnicity of pupils in each class teachers and phase leaders and their current attainment • End of term data to generate reports that identify the progress of non-white British and white British children for each class and year group. These to be shared with class teachers and phase leaders prior to PPM (pupil progress meetings) meetings • Pupil progress meetings to plan for any intervention necessary and to staff accordingly • English and Math Teams to be used for identified children as and when necessary 	<p>Complete</p> <p>Complete</p> <p>Complete</p> <p>Complete</p>
<p>To increase attendance of all SEND and PPG children to 97.5%</p> <p>Links to point 2</p>	<p>We want all children to derive the maximum benefit from the educational provision we offer. We are committed to ensuring that children receive their entitlement to school 5 days a week. We know, from our analysis of pupil performance data over a sustained period, that there is a consistent correlation between poor attendance and lower than average attainment</p>	<ul style="list-style-type: none"> • Class teachers to discuss attendance daily with children when taking registers • High attendance of classes to be celebrated in weekly assemblies, led by the Headteacher • Attendance and punctuality is monitored weekly by the Deputy Headteacher • The Headteacher and Deputy Headteacher work closely with families of identified children to improve attendance rates. • Parents to be given attendance figures at each 	<p>SEND attendance continues to be an area for focus. The majority of SEND children have good attendance, but some do not. One child has an EHCP (Education Health & Care Plan) linked to avoidance of school - their attendance is below 50%. Another child has significant medical</p>



		<p>termly parent consultation meeting</p> <ul style="list-style-type: none"> ● Every time a child is not in attendance contact with the parent to be made ● All requests for leave to be made to the Headteacher ● During remote learning, class teachers monitor attendance. A whole school tracking system to be set up where the SLT makes calls to families to support them to improve attendance ● The school to support families with technology to ensure attendance rates in live lessons and on Teams is high ● The SEND lead to track attendance with class teachers at termly meetings and to develop strong links with parents to encourage high attendance 	<p>appointments, and another has regular transfusions.</p> <p>The number of EHCPs = 15 (11 in 2023/24 with one application in and 1 appeal).</p> <p>This needs to continue to be a focus as we move back into a more normal, fully functioning school year</p>
<p>To ensure that all SEND children with a disability participate in one before/during or after school club and all KS2 children complete in at least one competitive sport opportunity</p> <p>Links to point 2</p>	<p>We want to ensure that we are offering an exceptional extended curriculum for all pupils</p>	<ul style="list-style-type: none"> ● To continue to offer a high number of extended school clubs to all pupils ● To ensure that pupils who require financial support to do this will receive an assisted place ● The senior leadership team monitors club participation and the quality of clubs throughout the school year 	<p>The number of before/during/after school clubs has extended – see website</p>
<p>To ensure that reasonable adjustments are made for any staff member or</p>	<p>We want all members of the school community to enjoy the same opportunities and</p>	<ul style="list-style-type: none"> ● The Headteacher and Business Manager will meet with pregnant staff or other protected characteristics, to review adjustments currently in place and 	<p>The needs of pregnant staff have been accommodated with additional breaks, no</p>



<p>pupil with a physical disability or mental health need to better meet their needs and ensure that any barriers they experience are addressed so they can participate in all aspects of school life.</p> <p>Links to points 1 & 2</p>	<p>be able to participate in all activities and events</p>	<p>whether changes are required</p> <ul style="list-style-type: none"> • The Headteacher and SEND lead will review the outcome of all SEND children at termly review meetings to ensure that all required adjustments are made 	<p>assembly duties, a fan etc.</p> <p>The needs of children with a physical disability are being addressed: risk assessments for sport, classroom layout, all trips, TYM (Thames Young Mariners), PGL, swimming etc.</p>
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<p>Status</p> <ul style="list-style-type: none"> • Reviewed by: TLA&I Committee • Last reviewed: Spring 2026 • Next Review: Spring 2027
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