



Equality Act Objectives 2025-2027

Our School's Theologically Rooted Christian Vision is based on Matthew 7 vs 12

'Do to others as you would want them to do to you'

Our vision is taken from Matthew 7:12 "Do to others whatever you would have them do to you", following Jesus' example. We work together to help and support each other to believe, nurture, grow and flourish together in our learning and in our relationships, exemplified in the Parable of the Sower. We do this through our six core values: love, respect, integrity, justice, thankfulness and determination. Inspired by our vision, we want our pupils to make good choices academically and socially, to become creative and independent thinkers, evidencing a love for learning and a thirst for knowledge.

At Barton CofE (VA) Primary School, 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. Through our School Values, which are woven, like a golden thread, into every aspect of school life, we seek to promote equal opportunity and will not tolerate inequality in any area of our school's life or work. Everyone will be treated equally, and all pupils will have equal opportunity to benefit from all that we offer in respect of learning opportunities and enrichment experiences.

Our intention is to develop an ethos in which our pupils will 'Believe, Nurture, Grow and Flourish Together.'

Diversity and differences will be valued and respected by all, and all will contribute to the richness of life and learning at Barton CofE Primary School.

Our school is committed to not only eliminating discrimination but also increasing understanding and an appreciation for diversity.



Through our school values we seek to build relationships, to be inclusive whilst celebrating diversity and differences amongst our school community.

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Under the Equality Act 2010, we welcome our general duty to:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by The Equality Act 2010
- Foster good relationships between people who share a protected characteristic and people who do not share it
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it

We do 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

BARTON CofE (VA) PRIMARY SCHOOL 2025-2026

Grouping	Total Pupils	Attendance	Male	Female	Disadvantaged	Not Disadvantaged	FSM	Not FSM	PP	Not PP	SEN	Not SEN	SEN Support	EHCP	Not SEN	NA	EAL	Not EAL	LAC	PLAC	Not LAC
All Pupils	117	96.5%	68	49	7	110	7	110	7	110	13	104	11	2	3	101	31	86	-	-	117
Reception	16	95.9%	11	5	-	16	-	16	-	16	1	15	-	1	-	15	5	11	-	-	16
Year 1	14	97.2%	10	4	-	14	-	14	-	14	1	13	1	-	-	13	5	9	-	-	14
Year 2	20	97.7%	11	9	1	19	1	19	1	19	-	20	-	-	-	20	3	17	-	-	20
Year 3	14	96.9%	6	8	2	12	2	12	2	12	2	12	2	-	-	12	3	11	-	-	14
Year 4	14	95.4%	8	6	-	14	-	14	-	14	3	11	3	-	-	11	4	10	-	-	14
Year 5	16	97.6%	9	7	2	14	2	14	2	14	2	14	1	1	2	12	2	14	-	-	16
Year 6	23	95.2%	13	10	2	21	2	21	2	21	4	19	4	-	1	18	9	14	-	-	23

Ethnicity information from the October 2025 school census details that:

Barton has 12 possible ethnic groups, White – British, Any other White background, White and Black Caribbean, White and Asian, Any other Mixed background, Any other Ethnic Group, Chinese, Black African, Pakistani, Ukrainian, Hungarian and Any other Asian background.

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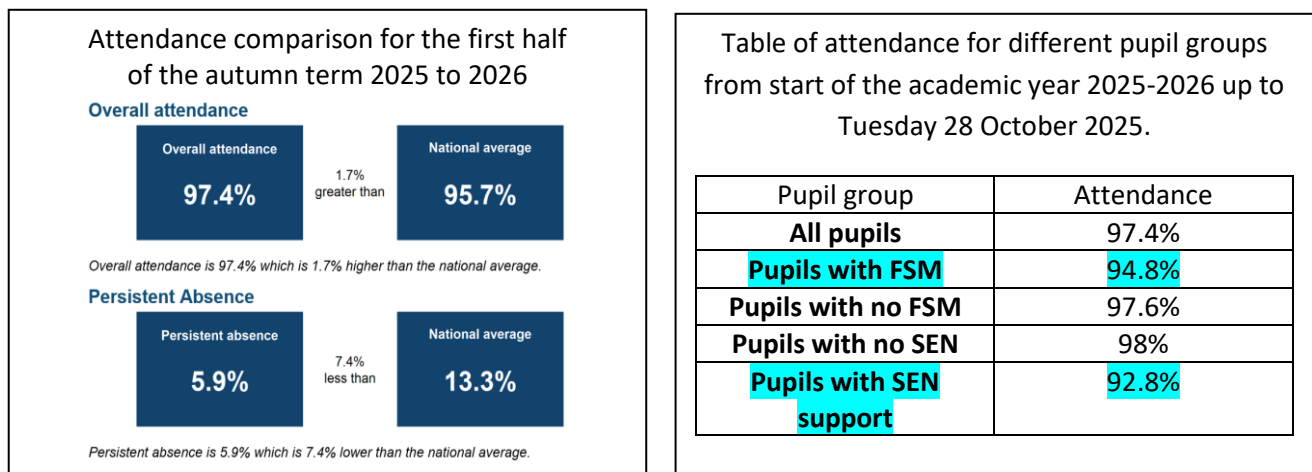


Languages spoken at Barton Primary School are English, French, Turkish, Italian, Korena, Shona, Chinese (Cantonese), Bulgarian, Czech, Lithuanian, Arabic, Hungarian, Bengali, Greek, Chinese (Mandarin/ Putonghua), Ukrainian, Russian and Polish.

Objective 1: To explore and understand the reasons for the disproportionate absentee levels of pupils accessing PP funding and pupils with SEN and begin to improve attendance rates for these pupils.

Why we have chosen this objective:

Our school's attendance figures show that pupils accessing PP funding and pupils with SEN have higher absentee levels than that of their peers.



1. Background

From data analysis (DfE, View Your School Attendance and pupil progress monitoring – summer term 2025 and autumn term 2025) completed by the school it has been identified that the absentee levels of pupils accessing PP and pupils with SEN is lower than the attendance rates of other pupil groups in school. School is eager to ensure that all children have equality of opportunity when it comes to their academic achievement and this is clearly linked to pupil attendance.



3. Responsibility

Headteacher, SLT, Class Teachers, Governors (in conjunction with parents)

4. Measurable success indicators

Evidence of the gap narrowing between the identified group and the rest of the cohort. This will vary in outcome depending on the group identified and the priorities identified.

5. Timings

This is an ongoing objective and ongoing data analysis will be used throughout the year, monitoring attendance alongside data linked to Cognition and Learning. Governors will monitor pupil progress during the year. It is expected that end of year results will show reduced levels of absenteeism and increased levels of progress and attainment.

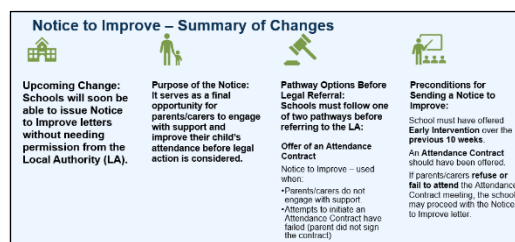
6. Expenses

The Headteacher and Subject Leads will identify any resources to support this objective. There will be costs involved with facilitating intervention support for pupils accessing PP funding and pupils with SEN.

7. Resistance

Historically there are parents who will keep their children at home when they feel tired but are not unwell. There will be regular and focused updates and reminders in the weekly Barton Bulletin to keep families aware of the importance of good attendance and the negative impact non-attendance has on pupil progress and attainment, with regard to their Cognition and Learning.

8. Problems



9. Learning from others

CB23 Network, Local Authority – Attendance Cluster Meetings

10. Engagement

Headteacher, SLT, Office Staff and FGB

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Objective 2: To ensure the curriculum and wider school provision enables pupils to identify and talk about their emotions and develop healthy strategies for self-regulation and positive mental health.

1. Background

We are very aware of the increased need for referrals to the MHST/ Counselling Services, with pupils and families identifying challenges and difficulties with regard to pupil mental wellbeing, anxiety and dysregulation. Students are presenting with increased anxiety, low mood and lack of resilience when challenged with experiences outside of their comfort zone. When pupils are regulated and feel safe in school, they will be ready to learn and reach their full potential, leading to high outcomes. We want to ensure our pupils are equipped with the life skills to be successful both within and outside of school.

2. Procedure

- Access EBSA Training (**Emotionally-Based School Avoidance**) with Cathy Murphy – ‘by encouraging better recognition and self-management of emotional states, children will become better able to access the educational opportunities presented to them.’
- Access to Brain Buddies with MHST (UKS2 pupils) Collaboration with the NHS MHST will ensure that staff can have access to high-quality training, support and resources to effectively support pupils.
- Access to Counselling / Drama Therapy Support – facilitated in school
- Access to YoUnited – 1-1 counselling support facilitated in school
- Access to Acorn support for pupil and parent.
- Nurture group with Victoria Goodman (CSOC)
- Lunchtime clubs
- AP (Alternative Provision – off site)
- Reduced timetables if necessary
- Pupil interviews/surveys will be carried out to investigate the thoughts and feelings of an identified group.
- Development of peer-on-peer support such as reading buddies, house teams, playground leaders.
- Staff Training – upskill staff to enable pupils to better access their learning
 - EYFS teacher, SENCO Training
 - Lower KS2 teacher, Level 5 Diploma in literacy difficulties and dyslexia
 - HLTA, Level 3 Qualifications in Supporting the maths and literacy learning of pupils with dyslexia and literacy difficulties
 - TA, Supporting the Learning of Learners with SEND

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Responsibility

Headteacher, SLT, PSHE Co-Ordinator, all staff and Governors

4. Measurable success indicators

Pupil voice, progress and attainment data of identified pupils, reports of playground and friendship incidents, pupils are better able to regulate emotions and relationships, DSLs monitoring trends within My Concern.

5. Timings

Ongoing objective, monitored by Governors annually

6. Expenses

The Headteacher and PSHE Lead will identify any resources to support this objective.

7. Resistance

Parents who do not want their child to be identified as part of a particular group, feeling that their child may be at risk of being stigmatised. Other parents whose children may not be included in particular initiatives, requesting places.

8. Problems

Staff absence, lack of engagement from pupils.

9. Learning from others

CB23, SEND Services and Local Authority, PSHE Service, ACORN Counselling Services

10. Engagement

The Governors, Headteacher and parents.

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Objective 3: To develop the extent to which the RE (religious education) curriculum supports pupils' understanding of Christianity as a world-wide faith. This is to enable pupils to appreciate the rich variety of Christian beliefs, practices and worship.

1. Background

Following our SIAMS Inspection of 30th April 2025 our development point was to support pupils to see Christianity as a Global Religion. This focus will also provide opportunities to challenge stereotypes with regard to several protected characteristics as detailed above.

Governors feel that although this objective has been broadly achieved, more can be done to extend pupils' understanding in this area.

2. Procedure

- To enable pupils to appreciate the rich variety of Christian beliefs, practices and worship
- To encourage pupils to be reflective and to embrace and value diversity and differences
- To encourage pupils to consider their responses to 'Christianity' as a world-wide faith
- To enable pupils to appreciate and respect the rich variety of Christian beliefs, practices and worship
- To access training hosted by Jemma Coulson and Ely Diocese
- To address topics such as Black History with pupils
- To develop ties with the Methodist Church and the local catholic Church
- Reviewing the representation of books in the library that promote Christianity as a global religion
- To consider an Enrichment Day focused on using resources from Christian Aid / Tearfund
- Holding events and inviting visitors to school to celebrate diversity and provide hands-on experiences of different cultures and religions.
- External visits to e.g. places of worship, evidencing Christianity as a world-wide faith
- Providing opportunities to explore different cultures, religions and their history through the curriculum and where appropriate to include opportunity for home learning through half-termly home learning projects.

3. Responsibility

Headteacher, all staff and Governors

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4. Measurable success indicators

Pupils' work/homework and RE floor-books will display a wider knowledge of Christianity as a world-wide faith.

Pupils to evidence knowledge of and appreciation of the rich variety of Christian beliefs, practices and worship.

5. Timings

Development should be ongoing, assessed during homework projects, foundation subject assessments and evidenced by pupil voice.

6. Expenses

The Headteacher and Subject Leaders will identify any resources to support this objective. There may be costs involved for trips and visitors which may be charged to parents or facilitated as part of FOBS fundraising.

7. Resistance

There may be parents who would not agree with their child visiting places of worship.

8. Problems

Any issues arising from the above will be handled sensitively and with inclusivity in mind.

9. Learning from others

CB23 Network, Local Authority

10. Engagement

Headteacher and FGB