



Barrowcliff School

Equalities Scheme September 2026 – 2030

1. Statement of Commitment

At Barrowcliff School, we are committed to promoting equality, diversity and inclusion and to ensuring that every member of our school community is treated with dignity, respect and fairness.

We believe that every child has the right to achieve their full potential regardless of background, ability, disability, race, religion or belief, sex, gender identity, family circumstances or any other characteristic. We are committed to creating an environment where differences are valued, barriers to participation are removed, and all members of the school community feel safe, welcome and respected.

We recognise our role in preparing pupils for life in modern Britain and will actively promote respect, tolerance and understanding of diversity through all aspects of school life.

This Single Equality Scheme outlines how Barrowcliff School fulfils its responsibilities under equality legislation and demonstrates our commitment to eliminating discrimination, advancing equality of opportunity and fostering positive relationships.

2. Aims

The aims of this Scheme are to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Promote equality of opportunity for all members of the school community.
- Foster positive relationships between people from different backgrounds.
- Ensure all pupils have equal access to a high-quality education.
- Reduce barriers which may limit participation or achievement.
- Promote an inclusive curriculum that reflects modern British society.
- Ensure equality considerations inform leadership, decision-making and school improvement.
- Support pupils to understand and respect diversity.
- Meet all statutory duties under the Equality Act 2010.

3. Legal Framework

This Scheme has been developed in accordance with:

- Equality Act 2010
- Public Sector Equality Duty (Section 149 Equality Act 2010)
- Equality Act 2010 (Specific Duties) Regulations
- Human Rights Act 1998
- Education Act 2011
- Education and Inspections Act 2006
- Children and Families Act 2014
- SEND Code of Practice
- Keeping Children Safe in Education
- The School Admissions Code
- The Special Educational Needs and Disability Regulations 2014

The Public Sector Equality Duty requires schools to have due regard to the need to:

1. Eliminate discrimination, harassment and victimisation.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

4. Protected Characteristics

Under the Equality Act 2010, the protected characteristics are:

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

- Sexual orientation

In relation to pupils, the protected characteristics most relevant to school life are:

- Disability
- Race
- Religion or belief
- Sex
- Gender reassignment
- Pregnancy and maternity

The school will not tolerate discrimination, harassment or victimisation related to any protected characteristic.

5. School Context

About Barrowcliff School

Barrowcliff School serves a diverse community in Scarborough and is committed to ensuring that every pupil is valued, respected and supported to achieve their potential. We recognise that pupils and families join our school with a wide range of backgrounds, experiences, strengths and needs.

Our community includes pupils from disadvantaged backgrounds, pupils with special educational needs and disabilities (SEND), pupils with social, emotional and mental health needs, and pupils who may face barriers to education due to attendance, family circumstances or other vulnerabilities. We understand that equality of opportunity is not always achieved by treating everyone the same; therefore, we seek to identify and remove barriers that may prevent pupils from fully participating in school life.

We are proud of our inclusive ethos and our strong relationships with children, families and the wider community. Our approach is built on the belief that every child should feel safe, welcomed, represented and able to succeed regardless of their background, identity or circumstances.

Through our curriculum, pastoral support systems and wider opportunities, we aim to develop confident, respectful and responsible citizens who celebrate diversity and contribute positively to society.

Equality and Inclusion at Barrowcliff School

At Barrowcliff School, inclusion is at the heart of everything we do.

We aim to:

- Create a culture where every child feels they belong.
- Promote high aspirations for all pupils.

- Ensure that no child experiences discrimination, disadvantage or exclusion.
- Provide reasonable adjustments and support for pupils with disabilities and additional needs.
- Recognise and celebrate difference while promoting shared values and mutual respect.
- Ensure that all pupils can access the full range of educational, enrichment and leadership opportunities available within school.
- Foster positive relationships between people from different backgrounds and experiences.
- Work in partnership with families to overcome barriers to attendance, engagement and achievement.

6. Guiding Principles

At Barrowcliff School we believe that:

- Every child matters and deserves equal respect.
- Diversity enriches our school community.
- Equality does not mean treating everyone the same; it means ensuring people receive the support they need to succeed.
- Inclusion is everyone's responsibility.
- High expectations should be held for all pupils.
- Discrimination, prejudice and stereotyping must be actively challenged.
- Positive relationships are fundamental to a successful school culture.

7. Roles and Responsibilities

The Governing Body

The Governing Body will:

- Ensure compliance with equality legislation.
- Approve and monitor this Scheme.
- Review equality objectives at least every four years.
- Receive and scrutinise equality information.
- Monitor the impact of equality-related policies and practices.
- Ensure that equality forms part of strategic decision-making.

The Headteacher

The Headteacher will:

- Provide leadership on equality and inclusion.

- Ensure equality considerations are embedded throughout school practice.
- Monitor attainment, behaviour, attendance and participation data.
- Ensure discriminatory incidents are investigated and recorded.
- Provide appropriate staff training.
- Report equality information to governors.

Staff

All staff are responsible for:

- Promoting equality through their professional conduct.
- Challenging discriminatory language and behaviour.
- Delivering an inclusive curriculum.
- Supporting pupils fairly and consistently.
- Identifying barriers to learning and participation.
- Reporting discriminatory incidents.

Pupils

Pupils are expected to:

- Show respect towards others.
- Celebrate differences.
- Challenge unkind behaviour where appropriate.
- Report concerns to a trusted adult.
- Contribute positively to an inclusive school culture.

8. Eliminating Discrimination

The school will take all reasonable steps to prevent and eliminate discrimination.

We will:

- Maintain clear behaviour and anti-bullying expectations.
- Challenge discriminatory language immediately.
- Address incidents of racism, sexism, disability discrimination, homophobia, biphobia, transphobia and religious prejudice.

- Ensure complaints are investigated promptly and fairly.
- Implement fair admissions practices.
- Ensure fair recruitment and employment procedures.
- Promote an ethos of mutual respect.

Discrimination, harassment or victimisation by pupils, staff, parents, carers, visitors or governors will not be tolerated.

9. Advancing Equality of Opportunity

The school will actively identify and remove barriers to achievement and participation.

Attainment and Progress

The school will:

- Monitor outcomes for vulnerable groups.
- Analyse assessment data regularly.
- Identify and address attainment gaps.
- Provide targeted intervention where required.
- Maintain high aspirations for all pupils.

Attendance

The school will:

- Monitor attendance patterns among different groups.
- Identify barriers affecting attendance.
- Work with families and external agencies to improve attendance.
- Promote a culture where good attendance is valued.

Behaviour and Exclusions

The school will:

- Monitor behaviour and suspension data.
- Identify any disproportionate outcomes for particular groups.
- Implement supportive interventions where needed.

- Ensure disciplinary procedures are fair and consistent.

Participation

The school will:

- Promote equal access to clubs, educational visits and enrichment opportunities.
- Consider financial barriers and provide support where appropriate.
- Encourage participation in leadership opportunities and pupil voice activities.

10. Disability Equality and Accessibility

The school recognises its duty to make reasonable adjustments for disabled pupils, staff and visitors.

We will:

- Anticipate and remove barriers to participation.
- Ensure disabled pupils can access educational opportunities.
- Make reasonable adjustments where required.
- Work closely with parents and external professionals.
- Maintain and review an Accessibility Plan.

The Accessibility Plan sets out how the school will:

Improve Access to the Curriculum

By:

- Adapting teaching approaches.
- Providing specialist resources and equipment.
- Using appropriate interventions and support.

Improve the Physical Environment

By:

- Reviewing accessibility needs regularly.
- Planning improvements where reasonably practicable.
- Ensuring disabled users can access facilities safely.

Improve Access to Information

By:

- Providing information in accessible formats where required.
- Supporting communication needs.
- Working with families to identify the most appropriate methods of communication.

11. SEND and Inclusion

The school is committed to the principles of inclusive education.

We will:

- Follow the SEND Code of Practice.
- Identify needs at the earliest opportunity.
- Ensure pupils with SEND have access to a broad and balanced curriculum.
- Work collaboratively with parents and external agencies.
- Enable pupils with SEND to participate fully in all aspects of school life.

12. Curriculum and Personal Development

The curriculum plays a vital role in promoting equality and preparing pupils for modern Britain.

Through our curriculum, assemblies and wider personal development programme, pupils will:

- Learn about equality, diversity and inclusion.
- Develop respect for others.
- Understand protected characteristics in an age-appropriate way.
- Challenge stereotypes and prejudice.
- Learn about different faiths, cultures and communities.
- Understand rights and responsibilities.
- Develop tolerance, empathy and understanding.

Resources and learning materials will be reviewed to ensure they reflect diverse experiences and avoid stereotyping.

13. Fostering Good Relations

The school will actively promote positive relationships between different groups within the school community.

We will:

- Celebrate diversity.
- Promote British Values.
- Encourage respectful discussion.
- Challenge prejudice and discriminatory attitudes.
- Provide opportunities to learn about a range of cultures, beliefs and experiences.
- Support pupils to resolve conflict respectfully.

14. Preventing and Responding to Prejudice-Based Incidents

The school will not tolerate prejudice-based incidents.

Examples include incidents motivated by:

- Race or ethnicity.
- Religion or belief.
- Disability.
- Sex.
- Gender reassignment.
- Sexual orientation.

All incidents will:

1. Be recorded promptly.
2. Be investigated appropriately.
3. Be communicated to parents where appropriate.
4. Be monitored for patterns and trends.
5. Inform future preventative work.

The Headteacher will report trends and significant concerns to the Governing Body.

15. Community Cohesion

The school recognises its role in contributing to a cohesive community.

We will:

- Work positively with parents and carers.
- Promote inclusion within the local community.

- Develop partnerships with external agencies.
- Encourage respect and understanding of diverse communities and perspectives.

16. Equality in Employment

The Governing Body is committed to providing equality of opportunity for all employees and applicants.

The school will:

- Recruit fairly and lawfully.
- Make reasonable adjustments where required.
- Promote professional development opportunities.
- Promote dignity and respect at work.
- Address harassment, bullying or discrimination promptly.

Employment decisions will be based on merit, qualifications, suitability and professional competence.

17. Monitoring and Equality Information

The school will monitor information relating to:

- Pupil attainment and progress.
- Attendance.
- Persistent absence.
- Suspensions and exclusions.
- Behaviour incidents.
- Bullying incidents.
- Prejudice-based incidents.
- SEND provision and outcomes.
- Participation in clubs and activities.
- Pupil voice.
- Workforce equality information where appropriate.

Monitoring information will be used to:

- Evaluate the effectiveness of this Scheme.
- Inform school improvement planning.
- Identify emerging issues.
- Set future equality objectives.

Where differences are identified, leaders will investigate the causes and implement appropriate support and intervention strategies. Governors will receive an annual Equality Report summarising attendance, achievement, behaviour, suspension, exclusion, participation and prejudice-related incident data for different groups of pupils. Governors will use this information to evaluate the effectiveness of the school's equality objectives and to inform future improvement priorities.

18. Equality Objectives 2026-2030

Objective 1: Achievement

To reduce attainment gaps between disadvantaged pupils and their peers through high-quality teaching, targeted intervention and effective use of Pupil Premium funding.

Success Measures

- Improved attainment outcomes for disadvantaged pupils.
- Reduction in identified attainment gaps.

Objective 2: Attendance

To improve attendance and reduce persistent absence amongst vulnerable pupil groups, including disadvantaged pupils and pupils with SEND so they can access the full benefit of education.

Success Measures

- Increased attendance rates.
- Reduction in persistent absence figures.

Objective 3: Inclusion and Participation

To strengthen pupils' understanding of diversity, equality and respectful relationships through the curriculum and wider school experiences.

Success Measures

- Positive pupil voice outcomes.
- Reduction in prejudice-based incidents.
- Increased pupil understanding of diversity and inclusion.

Objective 4: Representation and Curriculum

To further develop an inclusive curriculum that reflects diverse communities, cultures, family structures, beliefs and experiences and helps pupils understand and respect difference.

Objective 5: Behaviour and Belonging

To monitor behaviour, suspension, exclusion and wellbeing data regularly to identify and address any disparities between pupil groups and ensure all pupils feel safe and included.

Objective 6: Family Engagement

To strengthen engagement with families, particularly those who may experience barriers to participation, ensuring that parents and carers are able to contribute meaningfully to their child's education.

Objective 7: SEND and Neurodiversity

To continue developing inclusive practice for pupils with SEND and neurodiverse pupils through staff training, adaptive teaching and pupil-centred support.

19. Publication and Review

This Scheme will be:

- Published on the school website.
- Available from the school office upon request.
- Reviewed annually for progress against equality objectives.
- Fully reviewed every four years or sooner where legislation changes.

The Governing Body will monitor the implementation and effectiveness of this Scheme and ensure that Barrowcliff Primary School continues to meet its statutory equality duties.

Date Adopted: September 2026

Review Date: September 2030