

“When we are no longer able to change a situation, we are challenged to change ourselves.”

Viktor Frankl



Barley Lane School

Ready, Respectful, Safe.



Equality Statement for Barley Lane School Governing Board 2024 - 2025.

The Governors and staff of Barley Lane School are committed to the principle and practice of equality of opportunity.

We have an inclusive ethos which means all staff, pupils and parents work together to ensure that everyone, regardless of race, gender, sexual orientation, religion, disability or social background can thrive.

Alongside our commitment to valuing the cultural inheritance of all the pupils in the school we also develop our pupils understanding and appreciation of equality and diversity, in both the school and wider society.

Through our PSHE, RE and assemblies, we ensure our pupils consider and value diversity and celebrate different cultural inheritances.

Pupils are taught to respect and celebrate difference and understand that everyone, regardless of race, gender, sexuality, religion or disability has equal value. Staff model respect and understanding in all their dealings within school. Empathy and care for others are part of our core values.

We carefully monitor the progress of pupils who fall into particular groupings and put in place strategies within and outside of the class to ensure everyone achieves their best. Our school supports the Equality Act 2010 and does not put individuals or groups at a disadvantage. Subject to the Act we do not discriminate any person because of:

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

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- Gender reassignment

Our equality objectives are:

- To ensure a greater proportion of disadvantaged learners are making expected progress towards age related expectations in reading, writing and maths combined, narrowing the gap with their peers
- To ensure that children with challenging circumstances either in school or outside are given support within class and school to enable them to access their learning.
- To fully implement SWEET, ELSA and Emotional Logic which provides a strong framework for the teaching of PSHE ensuring that children are taught to respect and celebrate difference.

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