

EQUALITY INFORMATION & OBJECTIVES POLICY



Date: September 2025

Date for review: September 2029

St Day and Carharrack Community School

*We are the **CHANGE-MAKERS** of OUR WORLD!*

OUR VISION

ENJOYING, ENGAGING, EXCELLING

Happy, healthy children, **enjoying** learning for life - surrounded by kind, respectful relationships and **engaging** in rich learning experiences. **Together** we will enable and encourage **ALL** our children to discover their unique gifts of character, talents and abilities. Our children will enthusiastically contribute to society, **excelling** in all they choose to do. They will communicate confidently, listen openly, think critically and question respectfully – our children will be the responsible **Change-Makers of Our World**.

OUR SCHOOL AIMS:

*to live our vision and values through our behaviours
It starts with every one of us!*

People – placing kindness at the centre of our community to grow healthy, trusting, listening relationships to enable everyone to be responsible, respectful, self-sufficient, valuable members of our local, national and global communities

Place - creating a safe learning environment both in and out of the classroom where children's voices are heard, the bravery, risk-taking and uniqueness of everyone is encouraged and celebrated - to grow our 'CHANGE –MAKERS'

Purpose - living our values of **ENJOYMENT**, **ENGAGEMENT** and **EXCELLENCE** to deliver high quality, inclusive education in order that all learners achieve and exceed their personal best – to **be brilliant**

LIVING OUR VALUES:

ENJOYMENT

*Laughing
Loving
Learning*

ENGAGEMENT

*Communicating
Collaborating
Contributing*

EXCELLENCE

*Be your best
Be even better
Be brilliant*

Chair of Governors: Andrew McFarland

Signed:

1. Legislation

1.1 The Equality Act 2010 ("the Act") provides a modern, single legal framework with three broad duties:

- Eliminate discrimination;
- Advance equality of opportunity; and
- Foster good relations.

1.2 St Day and Carharrack Primary School fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. We are a registered Restorative Justice Organisation with restorative justice practice underpinning our Respectful Relationships Policy. Our community embraces the United Nations Convention on the Rights of the Child (UNCRC), following and understanding the articles. We are proud to be a GOLD Rights Respecting School with Article 2, no discrimination- at the centre of all decision making.

A protected characteristic under the act covers the groups listed below:

- Age;
- Disability;
- Race, colour, nationality, ethnic or national origin;
- Sex (including transgender);
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation; and
- Marriage and civil partnership (for employees).

1.3 In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions - We will not publish any information that can specifically identify any child.
- Prepare and publish equality objectives - to do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:
 - Admissions;
 - Attendance;
 - Attainment;
 - Exclusions; and
 - Prejudice related incidents.

1.4 Our objectives will detail how we will ensure equality is applied to the services listed above. However, where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

2. Our Ethos

St Day and Carharrack School is a place where:

- everyone is valued and respected as an individual – living by our vision and values
- learning is fun
- children are prepared for their future
- all efforts are acknowledged and celebrated
- we will educate our children about equality, equity and diversity through being a Rights Respecting School and we pledge to meet the needs of all our individuals
- everyone is encouraged to be part of and contribute to our community
- we encourage everyone to make healthy life choices

3. Addressing Prejudice Related Incidents

- 3.1 St Day and Carharrack Primary School is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. As a Rights Respecting School, Trauma Informed Schools and Restorative Justice School we provide our pupils and staff with an awareness of the impact of prejudice in order to prevent and address any incidents. If incidents still occur after restorative justice we report them to the Local Authority.

4. Objectives

- 4.1 In achieving compliance with the Act, objectives are set annually. Detailed below are the current set of overriding objectives.

Objective Group	Objective
Pupil Achievement	<ul style="list-style-type: none">• To uphold and maintain standards of being a GOLD Rights Respecting School through supporting the rights of the child.• All pupils in vulnerable groups are assessed, monitored and tracked.• Under-achievement is identified and appropriate intervention is applied.
Behaviour and Safety	<ul style="list-style-type: none">• To uphold and maintain standards of being a GOLD Rights Respecting School through supporting the rights of the child.• Pupils respect one another and develop their understanding and appreciation of diversity.• Pupils feel safe and valued.• Pupils, staff and parents know that prejudice based misconduct will be challenged.
Teaching	<ul style="list-style-type: none">• To uphold and maintain standards of being a GOLD Rights Respecting School through supporting the rights of the child.• The needs of vulnerable group pupils are met primarily through Quality First Teaching strategies and then Individual plans if necessary• Planned opportunities to promote British Values

Leadership and Management	<ul style="list-style-type: none"> • To uphold and maintain standards of being a GOLD Rights Respecting School through supporting the rights of the child. • Increasing understanding between religious groups through providing cultural opportunities in school • Headteacher and Governing Body are responsible for the collection, analysis and publication of equality data including the recording of prejudice-related incidents.
----------------------------------	---

4.2 St Day and Carharrack Primary School, we will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services Provided; and
- improving the availability of accessible information to disabled pupils.

4.3 The Headteacher and Governing Body accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

5. Responsibility

5.1 We believe that promoting equality is the whole school's responsibility.

5.2 How does St Day and Carharrack Primary School eliminate discrimination and other conduct that is prohibited by the Act, advance equality of opportunity between people who share a protected characteristic and people who do not share it, and foster good relations between people who share a protected characteristic and people who do not share it?

The school does this by measures that include:

- being a Restorative Justice organisation
- for pupils – through being a GOLD Rights Respecting School - upholding the UNCRC and implementation of policies and strategies on equal opportunities (including race and gender equality, special needs, behaviour and anti- bullying);
- for staff - through being a GOLD Rights Respecting School - upholding the UNCRC and implementation of policies on equal opportunities, recruitment and selection, pay and anti-harassment policy;
- PSHE, RSE, RE, promoting British Values and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;
- following a Respectful Relationships Policy which is underpinned by a Restorative Justice approach to educate and repair any harm.
- employing specialist staff to support pupils with special needs or disabilities, and implementing the school's disability access plan;
- monitoring of welfare, with intervention and support where required;
- taking steps to meet the particular needs of pupils or staff that have a particular characteristic.

School Community	Responsibility
Governing Body	As a GOLD Rights Respecting School – governors involve and engage the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Headteacher	<p>As above including:</p> <p>Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. As a GOLD Rights Respecting School – Article 2, no discrimination, is key to all we do.</p> <p>Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</p>
Teaching Staff	<p>Help in delivering the right outcomes for pupils through upholding and following the UNCRC articles.</p> <p>Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated in line with our Respectful Relationships Policy which is underpinned by a Restorative Justice approach.</p> <p>Design and deliver an inclusive curriculum, based around rights.</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Support Staff	<p>Support the school and the governing body in delivering a fair and equitable service to all stakeholders.</p> <p>Uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated.</p> <p>Support colleagues within the school community.</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Parents	<p>Parents understand what it means to be a Rights Respecting School and take Article 18, Parental Responsibility, seriously. Parents take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these.</p> <p>Parents take an active role in supporting and challenging the school to achieve the commitment given to the school's community in tackling inequality and achieving equality of opportunity for all.</p>
Pupils	<p>Upholding and following the UNCRC articles and class charters co-constructed and agreed at the start of each year.</p> <p>Supporting the school to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider community can be expected to be treated.</p>