

# EQUALITY INFORMATION & OBJECTIVES POLICY



Date: September 2024

Date for review: September 2028

## 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: 

## Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Roles and responsibilities.....	2
4. Eliminating discrimination.....	3
5. Advancing equality of opportunity .....	3
6. Fostering good relations.....	4
7. Equality considerations in decision-making .....	4
8. Equality objectives.....	4
9. Monitoring arrangements .....	5
10. Links with other policies .....	5

---

## 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Our school aims to promote respect for difference and diversity in accordance with being a **Rights Respecting School, Trauma Informed School and Restorative Justice School. Article 2 – No Discrimination** is a golden thread running through our values and aims.

### 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**

## 2. Legislation and guidance

This document meets the requirements under 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 require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

## 3. Roles and responsibilities

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

- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

**The Equality Link Governor is Sally Miners.** They will:

- Meet with the designated member of staff for equality every year, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

**The Headteacher, Susannah Storey,** will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Meet with the equality link governor every year to raise and discuss any issues
- Identify any staff training needs, and deliver training as necessary
- All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## 4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. As a Rights Respecting School, Article 2 – No Discrimination, is a lived and understood value in our school community.

Our policies, vision and values, include reference to the importance of avoiding discrimination and other conduct which causes harm. We are an inclusive, nurturing school, supporting everyone to be included and successful.

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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September as part of Safeguarding training, ongoing Rights Respecting School goals and living our School Vision and Values.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## 5. 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 disadvantages suffered by people that are connected to a particular characteristic they have. This could include pupils with disabilities, pupils who are part of the GRT community or gay pupils who are being subjected to homophobic bullying.
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times; GRT pupils to travel)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school opportunities)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic bullying or racism)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## 6. 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 tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes through: living our school values and being a Rights Respecting School – Our Charters help all members of our community by setting appropriate boundaries to ensure everyone is ready to learn, respectful and safe at all times. Staff will model the rights and articles through all interactions at school. Our approach is committed to safeguarding and promoting respect, dignity, positive emotional and physical health and well-being of every individual involved in our school community. Everyone is valued as a unique person with intrinsic worth and should be respected in all circumstances. Through our curriculum in teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our Rights Respecters group has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, including a range of clubs open, free and accessible to all. We also work with parents to promote knowledge and understanding of different cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

- The school always considers the impact of significant decisions on particular 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 to meet the needs of all our children

## 8. Equality objectives

Objective Group	Objective
<b>Pupil Achievement</b>	<ul style="list-style-type: none"><li>• All pupils in vulnerable groups are assessed, monitored and tracked.</li><li>• Under-achievement is identified swiftly and appropriate intervention is applied.</li></ul>
<b>Behaviour and Safety</b>	<ul style="list-style-type: none"><li>• Pupils respect one another and develop their understanding and appreciation of diversity.</li><li>• Pupils feel safe and valued.</li><li>• Pupils, staff and parents know that prejudice based misconduct will be challenged.</li></ul>
<b>Teaching</b>	<ul style="list-style-type: none"><li>• The needs of vulnerable group pupils are met primarily through Quality First Teaching strategies and a quality first curriculum – with Individual plans developed if necessary</li><li>• Planned opportunities to promote British Values</li></ul>
<b>Leadership and Management</b>	<ul style="list-style-type: none"><li>• Promoting Article 2 – No Discrimination through being a Rights Respecting School.</li></ul>

	<ul style="list-style-type: none"> <li>• Increasing understanding between different groups including religious groups - by providing cultural opportunities in school</li> <li>• Headteacher and Governing Body are responsible for the collection, analysis and publication of equality data including the recording of prejudice-related incidents.</li> </ul>
--	--

## 9. Monitoring arrangements

The Headteacher will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

This document will be reviewed by the governing board at least every 4 years.

This document will be approved by the governing board

## 10. Links with other policies

This document links to the following policies:

- Respectful Relationships Policy
- Safeguarding Policy
- SEN Policy
- SIP
- Accessibility plan
- Risk assessments