



Equality Policy

2026-2027

“Work hard, be kind”

EQUALITY STATEMENT

Legal Duties

At Carnarvon Primary School, we welcome our duties under the [Equality Act 2010](#). The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principles of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. Protected characteristics are the part of a person's identity that makes them who they are; such aspects or characteristics are protected from discrimination. The Act protects everyone in Britain from unlawful behaviour.

The protected characteristics are as follows:

- age
- disability
- race
- sex
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

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. We have, therefore, also considered them in developing our policy.

The law requires us to carry out some specific duties to demonstrate how we meet our general duties, listed below.

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 individual**)
- Prepare and publish equality objectives, which we will review on an annual basis
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis

To do this effectively, we will collect data on the protected characteristics above and analyse it to determine our focus for equality objectives. The data will be assessed across our core school provisions, but we will also analyse available data on the context of our local community, including hate crime data and demographic information. Concerning school provision, we will pay particular attention to the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice-related incidents
- Curriculum
- Complaints/compliments

Our objectives will detail how we will ensure equality is applied to the services listed above; however, where we find evidence that other functions significantly impact any group, we will include work in this area.

We also recognise that our work on equality is central to the successful promotion of fundamental British values, especially respect, tolerance, and the rule of law. Therefore, we will ensure that our curriculum helps prepare pupils for life in modern Britain. We will work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language. We will mainly do this through the delivery of our statutory Relationships Education Curriculum and our PSHE Curriculum. We will also utilise all other subject areas to foster positive relations and to ensure that we consciously cultivate opportunities to challenge stereotypes and support positive identity development for all our pupils. We will regularly audit our resources, displays, lesson content, and assessment processes to ensure that they meet the needs of all groups. We will scrutinise outcomes across a range of measures, analyse the results and address any identified areas of concern.

In endeavouring to fulfil our legal duties, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships and a shared sense of belonging
- Observe good equality practices, including staff recruitment, retention, and development
- Aim to identify, reduce, and remove existing inequalities and barriers
- Consult and involve widely
- Regularly review our progress

Definitions

Discrimination is unfair treatment of another individual or a group of individuals who share one or more protected characteristics.

Direct Discrimination occurs when someone is treated less favourably than others because of a protected characteristic.

Discrimination by Association occurs when someone is treated less favourably because of someone they are associated with, such as a friend, family member, or carer, who has a protected characteristic.

Direct Discrimination by Perception occurs when someone is treated less favourably because they believe they have a protected characteristic, regardless of whether their perception is correct.

Indirect discrimination can be more difficult to identify and may not be intended. It can occur due to a lack of understanding of the law or a genuine error of judgment about an individual. For example, a policy applied to all individuals equally may inadvertently disadvantage individuals or groups with a protected characteristic. Therefore, all aspects of school life and policies must be scrutinised carefully to avoid any unlawful provision, criterion, or practice.

Victimisation occurs when an individual has either raised a complaint or grievance that they have been discriminated against because of a protected characteristic, or has supported someone who has raised such a complaint or grievance.

Harassment is any form of unwanted behaviour intended to violate an individual's dignity or create an environment that may be described as hostile, degrading, humiliating, or offensive. The victim will be subject to this harassment based on a protected characteristic, or the perception that they have a protected characteristic, or because they are associated with someone who has a protected characteristic.

Prejudice can be conscious or unconscious and involves stereotypes, prejudgements, and beliefs (usually negative) about an individual or group of people based on a protected characteristic.

Our Ethos

At Carnarvon Primary School, we aim to 'Work hard, be kind'. We are a welcoming school where everyone is highly valued and where tolerance, honesty, cooperation, and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential, regardless of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex or sexual orientation or any other protected characteristic under the Equality Act 2010. We endeavour to promote positive relationships with parents, governors, and members of the wider community.

Roles and Responsibilities

We believe that promoting equality is the responsibility of the whole school.

School Community	Responsibility
Governing Body	<p>Involve and engage the whole school community in identifying and understanding equality barriers, and in setting objectives to address them.</p> <p>Monitor progress towards achieving equality objectives.</p> <p>Publish data and publish equality objectives.</p> <p>Ensure that staff have access to appropriate training and resources.</p>
Headteacher	<p>The above including:</p> <p>Promote 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.</p> <p>Ensure that all in the school community receive adequate training to deliver equality, including pupil awareness.</p> <p>Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents.</p>
Senior Management Team	<p>To support the Headteacher as above</p> <p>Ensure fair treatment and access to services and opportunities.</p> <p>Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents.</p>
Teaching Staff	<p>Help in delivering the right outcomes for pupils.</p> <p>Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</p> <p>Design and deliver an inclusive curriculum.</p> <p>Record, report, and respond appropriately to prejudice-related incidents.</p>
Non -Teaching 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>Record, report, and respond appropriately to prejudice-related incidents.</p>
Parents/Carers	<p>Take an active part in identifying barriers within the school community and informing the governing body of actions that can be taken to eradicate them.</p> <p>Take an active role in supporting and challenging the school to fulfil the commitment given to the school community to tackle inequality and achieve equality of opportunity for all.</p> <p>Uphold the commitment made by the Headteacher on how pupils, parents/carers, staff, and the wider school community can expect to be treated.</p>
Pupils	<p>Support the school in fulfilling its commitment to tackling inequality.</p> <p>Uphold the commitment made by the Headteacher on how pupils, parents/carers, staff, and the wider school community can expect to be treated.</p> <p>Report prejudice-based incidents to a trusted adult.</p>
Local Community Members	<p>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>Take an active role in supporting and challenging the school to fulfil its commitment to the school community to tackle inequality and achieve equality of opportunity for all.</p>

We will ensure that the whole school community is aware of the Equality Policy, our published equality information, and our equality objectives by publishing them on the school's website.

Preventing and Addressing Prejudice-Related Incidents

We define prejudice-based incidents/bullying in the following way:

Prejudice-related incidents/bullying – derogatory and discriminatory language and behaviour, including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, or because they have a learning or physical disability. It may include misogyny or misandry and be sexist in nature. Such language and behaviour are generally used to refer to something or someone as inferior.

At Carnarvon Primary School, we encourage open discussions around differences between people, actively challenge prejudice, and celebrate diversity. This school opposes all forms of prejudice, and we recognise that children and young people who experience prejudice-related discrimination may fare less well in the education system. We recognise that prejudice-based bullying is a form of child-on-child abuse and is, therefore, a safeguarding concern, as outlined in [Keeping Children Safe in Education 2025](#). We adopt a contextual safeguarding, trauma-informed and strengths-based approach to bullying and child-on-child abuse. We are committed to working with families and external agencies to proactively prevent incidents and create an environment where all members of our school community feel welcome, accepted, and safe. We believe every member of our community should be treated with respect and should not be subjected to prejudice or discrimination in any form. This includes staff, parents/carers, governors/trustees, and visitors to our school.

We provide both our pupils and staff with an awareness of the impact of prejudice to prevent any incidents. We will endeavour to proactively tackle all forms of prejudice by ensuring our curriculum is representative of all sections of society and that the contributions made by people with different characteristics are consciously embedded across all subjects. In doing so, we will challenge stereotypes and work towards inclusive, identity-safe classrooms where everyone feels validated, accepted, and has a sense of belonging. If incidents still occur, we will address them immediately, ensuring that appropriate levels of support are provided to those affected, thoroughly investigating all reports/allegations, applying appropriate sanctions and addressing offending behaviours through a programme of education. All adults in our school community are expected to comply with the school's Code of Conduct. Any allegations made against staff will be investigated in line with our policies and procedures relating to staff conduct and behaviour. Any staff member/parent/carer, governor or visitor to the school who is subjected to prejudice-based abuse can also expect to have their complaint thoroughly investigated and will be supported per their wishes.

We review our practice following each incident, including what else we might do to prevent further incidents. We recognise that we must not become complacent and will regularly

evaluate satisfaction levels concerning how we have responded to any reports or concerns raised.

Children (including bystanders)

It is important to understand that a victim may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. We recognise that, in some instances, another child may report on another child's behalf. All children will know how to report concerns or incidents involving prejudice or discrimination.

We ask that all children report any concerning behaviour to a member of school staff – this can be any teaching or non-teaching staff member, including a class teacher, TA, Headteacher, lunchtime supervisor, or a member of the office team. We regularly talk about trusted adults in class and in assemblies to remind our children who they can report concerns to. The staff member will listen to the child and make an initial note of their concerns; they will then discuss the next steps with them and reassure them that they will be supported. In line with the statutory guidance provided in [Keeping Children Safe in Education 2025](#), we will never promise a child that we will not tell anyone about a report of any form of abuse, as this may not be in the child's best interests. The staff member will make a formal record of the concern/report on the school's CPOMS system, and other relevant staff members will be alerted. The staff member will directly alert the school's Designated Safeguarding Lead if the report is urgent or a child is considered at risk.

We understand that some children may find it difficult to tell a member of staff about their concerns verbally. Therefore, we have additional reporting mechanisms in place. Our school has a worry box in each classroom where children can put their name, a brief note about their concern, or a picture of it. These worry boxes are introduced to the children at the start of the year, and children are reminded of them regularly.

Parents/carers

We understand that parents and carers may well struggle to cope with making or receiving a report that their child has been the victim of or is an alleged perpetrator of a prejudice-based incident.

If parents/carers have concerns about their child experiencing or allegedly perpetrating any such incident, they contact the school's Designated Safeguarding Lead/Deputy (in person/via telephone/via email) to explain their concerns. The Designated Safeguarding Lead/Deputy will take initial notes of the concerns but may ask to schedule a meeting to allow more time to discuss them in detail. Following the report and/or meeting, the Designated Safeguarding Lead/Deputy will formally record the report in the school's CPOMS system, and other relevant staff will be alerted. The Designated Safeguarding Lead/Deputy will seek advice from the police if a pupil is considered at risk.

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community, in person or online.

Our school remains committed to supporting pupils and their families. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR (General Data Protection Regulations) and any ongoing investigations by external agencies where a serious incident has been reported (e.g., a hate crime). This may mean that we cannot provide or share information or updates immediately at times.

If a parent or carer is not satisfied with our school's actions, they should follow our school's complaint policy and procedures. These are available online from our school website and on request from the school office.

Staff

Our staff work closely with our children and, therefore, may notice a change in a child's behaviour or attitude that might indicate that something is wrong before receiving a report from a child or a school community member. If staff have any concerns about a child's welfare or are concerned that a child is displaying behaviours that may show they have been the victim of or that they are perpetrating prejudice-based abuse, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns to a Designated Safeguarding Lead/Deputy. The member of staff receiving the report will take an initial note of the concerns, then make a formal record of the report in the school's CPOMS recording system, and other relevant staff members will be alerted. The Designated Safeguarding Lead/Deputy will seek advice from external agencies, including the police, if a pupil is considered at risk.

Breaches

Breaches of this statement will be dealt with in the same way as breaches of other school policies, as determined by the Headteacher and governing body.

Policy Development

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1st September 2025) and was formulated in consultation with the whole school community, with input from:

- Members of staff (through staff meetings, consultations, surveys)
- Parents/carers (through written consultations, parents' evening meetings, focus groups)
- Pupils (through the school council, circle time in class, surveys)
- Governors (through governor meetings and governor training)
- Other partners (discussions with breakfast clubs, after-school providers, local PCSO, etc.)

This policy is available:

- Online from the school website
- From the school office

Links with other policies

You may find it helpful to read this child-on-child abuse policy alongside the other following school policies:

Policy	How it may link
Safeguarding Policy	Includes information about child protection procedures and contextualised safeguarding
Behaviour Policy	Includes details about the school's behaviour system, including potential sanctions for pupils
Anti-Bullying policy	Includes information about bullying behaviours and vulnerable groups
Online Safety Policy	Includes information about children's online behaviour and details about online bullying/cyberbullying
Child-on-Child Abuse Policy	Includes links to bullying
RHE / PSHE Policy	Includes information about our school's RHE programme and how we teach about healthy relationships, friendships, diversity and bullying
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response

Monitor and Review

We will review our objectives at least every three years to reflect any changes in our school profile. Our objectives will be part of our overall school improvement plan and, therefore, reviewed as part of this process.

Date Approved by the Governing Body: **4th February 2026**

Date to be reviewed by the Governing Body: **3rd February 2027**

Useful Links:

- [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/equality-act-2010)
- [Convention on the Rights of the Child \(CRC\) | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://www.equalityhumanrights.com/en/child-rights-convention)
- [UN Convention on the Rights of Persons with Disabilities \(CRPD\) | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://www.equalityhumanrights.com/en/un-convention-on-the-rights-of-persons-with-disabilities)
- [The Human Rights Act | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://www.equalityhumanrights.com/en/human-rights-act)