



Public Sector Equality Duty



Meeting our Responsibilities under the Public Sector Equality Duty

Our school takes its responsibilities under the Equality Act 2010 seriously and we have due regard for the protected characteristics across our school. Equality and Diversity concerns and actions are discussed at staff meetings and at LGB meetings, where relevant and as needed. Training for all staff is held at least every two years. Equality and Diversity training is included in our core induction offer for all new staff.

What does our school do to eliminate discrimination?

We have set a **clear vision and values** which expect all our staff, pupils and families to act in a non-discriminating manner and show respect to each other. **“Our school is a safe, respectful learning environment.”** This underpins the daily work of the school.

We have **up-to-date and ratified policies** which set out a clear message that discrimination is not tolerated: these policies are listed below.

We understand that it is unlawful to fail to make **reasonable adjustments** to overcome barriers to using services caused by disability. Individual children in our school have individual learning support plans, individual health care plans, education health and care plans as well as co-regulation plans, which map how we will make these adjustments. A number of children also have personalised and individual planning which is a reasonable adjustment of their learning provision.

We set **equality objectives** every four years which are reviewed annually. An annual action plan is available to show the progress we are making towards these objectives.

School leaders and administrators involved in **recruitment** will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy.

We offer a structured **PSHE curriculum, assemblies, workshops and visits** all of which exemplifies the British Values and our school values. More details of how our curriculum specifically meets these requirements can be found below.

How we meet the Public Sector Equality Duty

<p>Equality and Diversity Training held in the last two years (2022-2024)</p>	<p>All staff, on induction and regularly thereafter, completed IHASCO online learning unit in Equality and Diversity in 2022-2024 The Chair of Governors completed an Equality & Diversity training session.</p>
<p>Monitoring and Recording prejudice related incidents</p>	<p>All staff received training in the use of CPOMS (September 2021), an online secure recording system. Regular refresher training is held as needed with a whole staff review in September 2023. When prejudice related incidents occur staff record these incidents using the CPOMS system. All incidents trigger review by the SLT within 48 hours. Clear actions are recorded for each incident with the SLT requesting further action/information as needed. The LGB reviews the number of incidents annually.</p>
<p>How does our curriculum promote tolerance, friendship and understanding of a range of religions and cultures?</p>	<p>At Pondhu School we teach all children about Equality & Diversity within the curriculum, which allows all children to explore themes of difference and each of the protected characteristics. Our assemblies, PSHE and RE curriculums include the promotion of tolerance, friendship and ways to develop an understanding of a range of religions and cultures. These lessons are led by the children’s class teachers and feed into the wider work across the curriculum.</p> <p>We have recently reviewed our novel study and favourite five books to ensure that there is a wider range of representation both in the authors chosen and in terms of the concepts studied by children. In 2024-2025 this will include authors from different religious and cultural backgrounds, BAME authors, LGBT authors and women authors. Themes covered in work with children include disability, different family types including fostering and adoption, refugee status, BAME lead characters and stories traditional to non-Christian faiths e.g. Judaism.</p> <p>The school secured a £5,000 grant for books and this was used to enrich and develop the range of cultures, religions, BAME authors and LGBT authors available. The content includes a range of disabilities, family types and BAME lead characters.</p> <p>Throughout our wider curriculum we incorporate a range of different foundation subjects (e.g. Art, Music, History, Geography and Science). Equality and Diversity themes are regularly included within this curriculum. E.g. children study BAME artists and they complete a number of comparative Geography studies.</p> <p>We teach the full RSE programme, which includes specific lessons on different families and British Values.</p>

	<p>Children are taught RE in all classes across the school. We follow the Opening Worlds curriculum, which includes a focus on Christianity as well as Islam, Judaism, Hinduism, Sikhism and other religions. The programme also offers many opportunities to discuss people of no identified faith and humanism.</p>
<p>How do assemblies address these issues and foster good relations between people with different characteristics?</p>	<p>Weekly assemblies are responsive to current affairs and things going on both nationally, internationally and locally. We also include assemblies to address themes across the school as needed e.g Harvest, Ramadan, Holi, Easter and Pentecost, Advent, Patron Saints of England, Ireland, Scotland and Wales, hidden disabilities including autism and ADHD, Martin Luther King, Harriet Tubman, Refugees and Food banks as well as fundraising events such as Comic Relief and Children in Need.</p> <p>Assemblies are also used to highlight the British values and school golden rules. There are two class based assemblies each week – one is based on a picture news current affairs theme and one is based on the PSHE curriculum. There is also a whole school celebration assembly and a weekly singing assembly. All will follow the overarching theme of inclusion and acceptance.</p> <p>Weekly Friday assemblies share and celebrate children’s successes in class over the week. Pupils are celebrated and rewarded with Star Learner, British values champions and Sports Clubs star learner every week.</p>
<p>Have there been any specific initiatives in the last 12 months targeting different groups within the school?</p>	<p>The whole school behaviour policy has been reviewed with other trust schools to ensure there is a greater clarity of process and procedures which staff and pupils can follow with more consistency. The emphasis is on reward and celebration which outweighs sanctions and consequences, although sanctions and consequences have also been reviewed and are clear for all to follow.</p> <p>As part of our trusts work on the Cradle to Career project, we have undertaken a listening campaign focussing on our parents of children with Special Educational Needs.</p>
<p>How have we consulted with our stakeholders about these issues in the last 12 months?</p>	<p>Annual parental questionnaire includes questions about how safe pupils are at school and how welcomed parents feel. Questions on how welcome and safe children feel at school are included in the annual pupil questionnaire.</p> <p>Children are asked how happy and safe they feel during pupil conferencing and are given regular opportunities to share how they feel in the classroom.</p> <p>The School Parliament provides an opportunity for the Voice of the Child to be heard.</p> <p>The senior leadership team are available at the beginning and end of every school day to liaise with parents / carers about any aspect of school life.</p> <p>We have listened to the parents of SEND children through the listening campaign. We are working with SENDCo’s across our trust to review our processes to ensure that we improve the SEND experience for our families taking into consideration key feedback given by our parents.</p>
<p>Actions taken as a result of this consultation:</p>	<p>We have completed a self-evaluation of SEND provision. As a result we have reviewed SEND support plans to ensure that targets are smart and children and parents know their targets.</p> <p>The behaviour policy has been reviewed and updated.</p>

Policies and Information Available

The following school-specific information is available on our website and shows how we meet our duty towards pupils at our school:

Safeguarding Policy

Behaviour Policy

Statutory Assessment data

Curriculum documents including termly sequences of learning

Key SEND information and documentation

The following information is available centrally through our Trust (Cornwall Education Learning Trust) and shows how we meet our duty towards all pupils in our trust. They apply to all of our schools.

Charging and Remittance Policy

British Values Policy

The following information is available centrally through our Trust (Cornwall Education Learning Trust) and shows how we meet our duty towards employees:

Code of Conduct for Teaching and Support Staff

Complaints Policy

Recruitment Policy

Whistleblowing Policy

Our Equality Objectives (September 2021- July 2025)

Objective One	To introduce and develop the use of CPOMS
Objective Two	To ensure the RSE curriculum is well embedded within school
Objective Three	To create a new behaviour and relationships policy that encompasses the aims of our school ethos

Our Equality Objectives (September 2024- July 2025)

Objective One	To embed the use of the CELT CPOMS toolkit into practice, to further enhance CPOMS chronologies.
Objective Two	To ensure the RE opening worlds curriculum is well embedded within school
Objective Three	To embed the CELT behaviour and relationships policy that encompasses the aims of our school ethos and trust values.

Action Planning (2024-2025)

	Planned Actions	Date to be completed by	Review/Monitoring
Objective One	Whole staff training	4.9.24	Termly
	Termly updates on Cpoms	28.7.2025	Termly
Objective Two	Staff training	3.9.24 and 18.10.24	Termly
	Teaching and Learning lead monitoring	28.7.25	Ongoing
Objective Three	Staff meeting to discuss new CELT policy	17.10.24	Termly
	Ongoing staff feedback and training to ensure consistency of implementation	28.7.25	Ongoing

Our Equality Objectives (September 2023- July 2024)

Objective One	To develop a personal development programme which promotes equality and diversity.
Objective Two	To use the curriculum to find out about different religions and cultures and celebrate diversity.
Objective Three	To embed the importance of good attendance within the culture of the whole school community to secure equality of opportunity for pupil engagement, attainment and progress.
Objective Four	To continue to close the gap between disadvantaged pupils and non-disadvantaged pupils in reading.

Review (2023-2024)

	Actions completed 2023-2024	Impact of these actions
Objective One	Personal development plan completed and evidences how we promote equality and diversity across the curriculum.	Safeguarding monitoring evidence the effectiveness of the personal development curriculum

Objective Two	The curriculum / assemblies promote learning about a range of religions and cultures. Children have opportunities to visit local religious buildings and learn about religions in the wider world.	Children have a wider understanding of the world around them and different cultures and beliefs.
Objective Three	Attendance is a high priority with staff, children and parents. We continue to embed this to change a culture of poor attendance.	Year on year attendance is improving with appropriate challenge and support. Children talk about the importance of good attendance.
Objective Four	The teaching of reading has been adapted to ensure that all pupils can access high quality age appropriate texts. All children are heard reading in school weekly with some children reading 3 x per week and others reading daily.	Y2 Reading Disadvantaged 77% Not Disadvantaged 83% Y6 Reading Disadvantaged 68% Not Disadvantaged 75% The gap is closing.