

## **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 education plans, education health and care plans as well as personal behaviour 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><b>Equality and Diversity Training held in the last two years (2019-2021)</b></p>  | <p>KTSA Equality and Diversity Session One for Headteachers and SLT in Oct 2020<br/> All staff completed IHASCO online learning unit in Equality and Diversity in 2020-21.<br/> The Chair of Governors completed an Equality &amp; Diversity training session for 1.5hrs in March 2021.<br/> Deputy Headteacher attended KTSA training June 2021</p>   |
| <p><b>Monitoring and Recording prejudice related incidents</b></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 Spring 2022. 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.<br/> The LGB reviews the number of incidents annually.</p>  |
| <p><b>How does our curriculum promote tolerance, friendship and understanding of a range of religions and cultures?</b></p> | <p>At Pondhu School we teach all children about Equality &amp; Diversity within the curriculum, which allows all children to explore themes of difference and each of the protected characteristics. Our PSHE includes the promotion of tolerance, friendship and ways to develop an understanding of a range of religions and cultures.<br/> 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 2021-2022 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 Cornwall Agreed Syllabus for RE, through the use of Discovery RE, which includes a focus on Christianity as well as Islam, Judaism, Hinduism and Sikhism. The programme also offers many opportunities to discuss people of no identified faith and humanism.</p>   |
| <p><b>How do assemblies address these issues and foster good relations between people with different characteristics?</b></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>We also include assemblies to address themes across the school as needed - for instance at the start of the covid pandemic we held specific assemblies to address some concerns raised.</p> |
| <p><b>Have there been any specific initiatives in the last 12 months targeting different groups within the school?</b></p>    | <p>Our whole school behaviour policy has been reviewed 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><b>How have we consulted with our stakeholders about these issues in the last 12 months?</b></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><b>Actions taken as a result of this consultation:</b></p>   | <p>Parents reported that the termly parent consultations held over the telephone were more effective and manageable given the challenges of lockdown.</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

Class Learning summary for each term.

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 and embed a behaviour and relationships policy that encompasses the aims of our school ethos |

**Action Planning (2021-2022)**

|                 | Planned Actions                 | Date to be completed by | Review/Monitoring |
|-----------------|---------------------------------|-------------------------|-------------------|
| Objective One   | DSL training                    | July 2021               | Termly            |
|                 | Whole staff training            | 30.9.2021               | Termly            |
| Objective Two   | Staff meeting                   | 31.4.21                 | Termly            |
|                 | PSHE coordinator monitoring     | 30.6.21                 | Ongoing           |
| Objective Three | SLT meeting for drafting policy | 31.7.22                 | Termly            |
|                 | Staff consultation              | 5.9.22                  | Termly            |

**Review of previous progress towards these objectives**

|                 | Actions completed                         | Impact of these actions   |
|-----------------|---|---|
| Objective One   | DSL and whole staff training              | All staff use CPOMS confidently to record incidents and concerns. |
| Objective Two   | Staff meeting and PSHE monitoring         | RSE curriculum is embedded as part of the whole school.           |
| Objective Three | New behaviour policy written and reviewed | All staff and children know and use the new behaviour policy.     |

**Our Equality Objectives (September 2022- July 2025)**

|                 |  |
|-----------------|--|
| 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.   |

**Action Planning (2022-2023)**

|               | Planned Actions  | Date to be completed by | Review/Monitoring |
|---------------|--|-------------------------|-------------------|
| Objective One | <ul style="list-style-type: none"> <li>Use PSHE and RE curriculum to create personal development plan ensuring we cover all aspects of personal development.</li> <li>Develop a plan of assembly themes covered which promote equality and diversity.</li> </ul> | 31/3/23                 | Termly            |

|                 |  |         |        |
|-----------------|--|---------|--------|
| Objective Two   | <ul style="list-style-type: none"> <li>• Continue to deliver a PSHE/RSE Programme which explores and values cultural difference.</li> <li>• Teach the RE syllabus which incorporates the use of both visitors and visits to different places of worship as part of our school curriculum activities.</li> <li>• Through the curriculum, teach pupils about British Values which extend beyond their own personal experience into areas such as citizenship and democracy.</li> <li>• Expose pupils to a wide range of cultural experiences including visits, visitors and wider opportunities.</li> <li>• Develop an SMSC plan which ensures we cover all aspects of spiritual, moral, social and cultural development.</li> </ul>   | 21/7/23 | Termly |
| Objective Three | <ul style="list-style-type: none"> <li>• Weekly attendance monitoring by all staff through attendance tracker.</li> <li>• Concern letters, meetings with parents and if necessary, fines.</li> <li>• The use of positive rewards gives recognition to pupils with good attendance.</li> </ul>  | 31/3/23 | Termly |
| Objective Four  | <ul style="list-style-type: none"> <li>• A whole school focus on reading is prioritised across the curriculum to ensure the best outcomes in all areas of learning.</li> <li>• Provision of high-quality staff CPD in RWI, ensures high quality teaching and learning in early reading.</li> <li>• Where pupils are not attaining age-related expectations, targeted RWI tuition is used to address identified gaps leading to accelerated progress.</li> <li>• The reading for pleasure agenda, and pupils' access to high-quality texts is upheld through the provision of high quality, age-appropriate books for pupils to access, thus ensuring that all pupils, regardless of background or circumstance have access to these.</li> <li>• Use of Myon is promoted for children to read at home.</li> </ul> | 21/7/23 | Termly |
|                 |  |         |        |
|                 |  |         |        |
|                 |  |         |        |
|                 |  |         |        |
|                 |  |         |        |

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |