

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

Equality and Diversity Training held in the last two years (2019-2021)	KTSA Equality and Diversity Session One for Headteachers and SLT in Oct 2020 All staff completed IHASCO online learning unit in Equality and Diversity in 2020-21. The Chair of Governors completed an Equality & Diversity training session for 1.5hrs in March 2021. Deputy Headteacher attended KTSA training June 2021
Monitoring and Recording prejudice related incidents	All staff will receive training in the use of CPOMS (September 2021), an online secure recording system. Regular refresher training is held as needed. 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.
How does our curriculum promote tolerance, friendship and understanding of a range of religions and cultures?	<p>At Pondhu School we teach all children about Equality & Diversity. Our PSHE includes the promotion of tolerance, friendship and ways to develop an understanding of a range of religions and cultures. This link will take you to the PSHE curriculum for more information. The lessons are planned and led by class teachers and cover the protected characteristics.</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 recently 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>In the afternoons, we teach a project based curriculum which incorporates a range of different foundation subjects (e.g. Art, Music, History, Geography and Science). Equality and Diversity themes are regularly included within this curriculum.</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 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>How do assemblies address these issues and foster good relations between people with different characteristics?</p>	<p>Weekly assemblies are used to highlight the need for good relations, tolerance and understanding in our school. There are three class based assemblies each week – one is based on a Philosophy 4 Children theme, one is based on the PSHE curriculum and the third is a Voting Voice discussion. The Voting Voice question is shared with parents and carers via the weekly newsletter to encourage further discussion at home. There is also a whole school celebration assembly and a weekly singing assembly for each key stage. All will follow the overarching theme of inclusion and acceptance. 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>Themes generally included are Ramadan, Holi, Easter and Pentecost, 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>Have there been any specific initiatives in the last 12 months targeting different groups within the school?</p>	<p>There have been no specific initiatives during the last 12 months. Our ethos and curriculum aims to celebrate all.</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. This year, as a response to the covid pandemic an additional question was included about how parents/carers felt they were coping at home.</p> <p>Questions on how welcome and safe children feel at school are included in the annual pupil questionnaire.</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>Actions taken as a result of this consultation:</p>	<p>Parents reported that the termly parent consultations held over the telephone were more effective and manageable given the challenges of lockdown. This format will continue next year.</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

Relationships Policy

Pupil Premium Policy

Class Learning summary for each term.

End of KS2 data including specific data for those in protected characteristic groups where appropriate or such data is available

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

Action Planning (2021-2022)

	Planned Actions	Date to be completed by	Review/Monitoring
Objective One	DSL training	July 2021	complete
	Whole staff training	30.9.2021	
Objective Two	Staff meeting	31.4.21	
	PSHE coordinator monitoring	30.6.21	
Objective Three	SLT meeting for drafting policy	31.10.21	
	Staff consultation	17.12.21	
	Monitoring of policy in practice	30.6.21	

Review of previous progress towards these objectives

(leave this blank until July 22- then complete each year by moving the actions from the previous year down)

	Actions completed	Impact of these actions
Objective One		
Objective Two		
Objective Three		