**Meeting our Responsibilities under the Public Sector Equality Duty**

Our school takes it 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 the 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 core values are Care, Communicate, Persevere and Sparkle. These are underpinned throughout the year (on a 2 year cycle) with a focus each half term on the following: responsibility, respect, happiness, honesty, aspiration, tolerance, cooperation, friendship, health, harmony, fairness and hope.

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.

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| **How we meet the Public Sector Equality Duty** | |
| **Equality and Diversity Training held in the last two years**  **(2021-2023)** | *KTSA Equality and Diversity Session One for Head teachers and SLT in Oct 2020*  *All staff attended one hour awareness raising session in Jan 21*  *All teachers attended two further sessions in May and June 21*  *The chair of our LGB attended a 30 minute online session in June 21*  *All staff completed IHASCO online learning unit in Equality and Diversity* |
| **Monitoring and Recording prejudice related incidents** | *All staff receive induction training in the use of CPOMS, 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 RIG reviews the number of incidents at RIG throughout the year.* |
| **How does our curriculum promote tolerance, friendship and understanding of a range of religions and cultures?** | *At Fowey we teach all children about Equality and Diversity within the curriculum, which allows all children to explore themes of difference and each of the different protected characteristics. These lessons are led by children’s’ class teachers and feed into wider work across the curriculum.*    *We teach the full RSE programme, which includes specific lessons on different families and British Values. Monday’s assemblies are devoted to British Value of the week – Picture News is used as a stimulus for this and this continues to be discussed throughout the week*    *Children are taught RE weekly in all classes across the school. We follow 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.* |
| **How do assemblies address these issues and foster good relations between people with different characteristics?** | *Whole school 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- for instance at the start of the covid pandemic we held specific assemblies to address some anti-Chinese sentiments which had been heard locally.*    *Themes included generally in the last 9 months were Mental Health Week, Earthquake in Turkey, National Warning Alarm, The Coronation as well as fundraising events such as Comic relief and Children in Need.*    *Weekly assemblies share and facilitate children’s successes over the week. Pupils are celebrated and rewarded. Attendance is also celebrated with Ted Attendance.* |
| **Have there been any specific initiatives in the last 12 months targeting different groups within the school?** | *The whole school behaviour policy has been reviewed to ensure a greater clarity of process and procedures which staff and pupils alike can now follow with more consistency. 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.* |
| **How have we consulted with our stakeholders about these issues in the last 12 months?** | *Annual parental questionnaire includes questions about how safe pupils are at school and how welcomed parents feel.*    *Children are asked how happy and safe they feel during pupil conferencing and are given daily opportunities to share how they feel by adults in the classroom.*  *The School Council provides an opportunity for the Voice of the Child to be heard.*  *The Headteacher is available at the beginning and end of every school day to liaise with parents / carers about any aspect of school life.* |
| **Actions taken as a result of this consultation:** | *Parents were keen to ensure good communication was made within the school and parents*  *Newsletters are now far more detailed* and better lines of communication are open |

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| **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:** Anti-Bullying Policy  Safeguarding Policy  Behaviour Policy  RSE Policy  Knowledge Organisers showing a break-down of our Curriculum  Statutory Assessment Data  Key SEND information and documentation  Termly Learning information for each term |
| **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 |

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|  | **Our Equality Objectives (September 2022- July 2025)** | | | | |
| Objective One | Close the writing attainment gap between c | | | | |
| Objective Two | Ensure all staff have an increased confidence in challenging inappropriate comments and beliefs. | | | | |
| Objective Three | Promote and improve the representation of people of colour and disabilities in children’s books so that all children read a range of books that reflect them and their wider communities. | | | | |
|  | **Action Planning (2022-2023)** | | | | |
|  | Planned Actions | | Date to be completed by | | Review/Monitoring |
| Objective One | To monitor and analyse pupil achievement by race, gender, social economic background or disability and act on any trends or patterns in the data that require support for pupils. | | Autumn Term 2023 | | Termly through data harvest and staff discussion  Data analyse look at and trends identified. Groups of children and individuals identified who are falling behind |
| Objective Two | Build on last year’s equality and diversity training with regular updates focussed on terminology and modelling of behaviours.  Create a safe environment where inappropriate language and terminology can be challenged without prejudice. | | Autumn Term 2023 | | Termly and in staff meeting  LGBTQ book author visit planned for Autumn 23 |
| Objective Three | To review levels of parental and pupil engagement in learning and in school life, across all activities to ensure equality and fairness in access and engagement | | Autumn Term 2023 | | Termly December, April and July.  Support with 50% funding for PPG children.  Encourage parents to apply for PPG finding |
|  | **Review of previous progress towards these objectives** | | | | |
|  | Review Autumn 23 | |  | |
|  | **Actions completed** | | **Impact of these actions** | | |
| Objective One |  | |  | | |
| Objective Two |  | |  | | |
| Objective Three |  | |  | | |