



## 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 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 exemplify 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	
<b>Equality and Diversity Training held in the last two years (2019-2021)</b>	<p><i>KTSA Equality and Diversity Session One for Head teachers and SLT in Oct 2020</i></p> <p><i>All staff attended one hour awareness raising session in Jan 21</i></p> <p><i>All teachers attended two further sessions in May and June 21</i></p> <p><i>The chair of our LGB attended a 30 minute online session in June 21</i></p> <p><i>All staff completed IHASCO online learning unit in Equality and Diversity in 2019-2020.</i></p>
<b>Monitoring and Recording prejudice related incidents</b>	<p><i>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.</i></p> <p><i>The LGB reviews the number of incidents at LGB throughout the year.</i></p>
<b>How does our curriculum promote tolerance, friendship and understanding of a range of religions and cultures?</b>	<p><i>At Carclaze we teach all children about Equality and Diversity using the No Outsiders curriculum. This is a book based curriculum which allows all children to explore themes of difference and each of the different protected characteristics. These lessons are led by childrens' class teachers and feed into wider work across the curriculum.</i></p> <p><i>We have recently reviewed our novel study and talk for writing book spine 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 2020-2021 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.</i></p> <p><i>Throughout our wider curriculum we incorporate a range of different subjects (e.g. Art, Music, History, Geography and Science). Equality and Diversity themes are regularly included within this curriculum- for instance, children study BAME artists. Children complete a number of comparative Geography studies.</i></p> <p><i>We teach the full RSE programme, which includes specific lessons on different families and British Values.</i></p> <p><i>Children are taught RE weekly 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.</i></p>



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<p><b>How do assemblies address these issues and foster good relations between people with different characteristics?</b></p>	<p><i>Monday 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.</i></p> <p><i>Themes included generally in the last 12 months were Ramadan, Holi, Easter and Pentecost, Burns Night and St Patrick's Day celebrations, 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.</i></p> <p><i>Weekly Friday assemblies share and facilitate children's successes over the week. Pupils are celebrated and rewarded.</i></p>
<p><b>Have there been any specific initiatives in the last 12 months targeting different groups within the school?</b></p>	<p><i>The bubble system introduced during the pandemic lead to improved behaviour. Now that the bubbles have been relaxed we are working together to maintain the positive improvements seen during this time.</i></p> <p><i>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.</i></p>
<p><b>How have we consulted with our stakeholders about these issues in the last 12 months?</b></p>	<p><i>Annual parental questionnaire includes questions about how safe pupils are at school and how welcomed parents feel.</i></p> <p><i>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.</i></p>
<p><b>Actions taken as a result of this consultation:</b></p>	



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Policies and Information Available
<p><b>The following school-specific information is available on our website and shows how we meet our duty towards pupils at our school:</b></p> <p>Anti-Bullying Policy Safeguarding Policy Behaviour Policy Knowledge Organisers showing a break-down of our Curriculum Statutory Assessment Data Key SEND information and documentation</p>
<p><b>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.</b></p> <p>Charging and Remittance Policy British Values Policy</p>
<p><b>The following information is available centrally through our Trust (Cornwall Education Learning Trust) and shows how we meet our duty towards employees:</b></p> <p>Code of Conduct for Teaching and Support Staff Complaints Policy Recruitment Policy Whistleblowing Policy</p>



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### Our Equality Objectives (September 2021- July 2025)

Objective One	Close the writing attainment gap between boys and girls
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 (2021-2022)

	Planned Actions	Date to be completed by	Review/Monitoring
Objective One	Support boys to identify as writers and to develop their own authentic voice. Include targeted opportunities to attend creative writing club Improve feedback and train pupils to respond to it. Develop Oracy skills Improve organisational and study skills	Summer Term 2022	Termly December, April and July
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.	Summer Term 2022	Termly December, April and July
Objective Three	Take part in Book Trust Represents virtual author visit. Ensure new books contain wide representation Share "Breaking New Ground" brochure with staff Develop books shared in "picture book assembly" to make sure they are representative	Summer Term 2022	Termly December, April and July

### Review of previous progress towards these objectives

*(blank until July 22)*

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