



## **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 Collaboration, Aspiration, Respect and Empathy.

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.



### **How we meet the Public Sector Equality Duty**

<p><b>Equality and Diversity Training held in the last two years (2020-2022)</b></p>	<p>KTSA Equality and Diversity Session One for Headteachers and SLT in Oct 2020 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 in 2020 – 21.</p>
<p><b>Monitoring and Recording prejudice related incidents</b></p>	<p>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 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 St. Mewan we teach all children about Equality and Diversity through our curriculum. Subject leaders have been careful to ensure that role models from all sectors of society are reflected in the teaching of their subject. We have recently reviewed our book progression document to ensure that there is a wider range of representation both in the authors chosen and in terms of the concepts studied by children. From 2021-2022 this includes 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. In the afternoons we teach a subject 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. We teach the full RSE programme, which includes specific lessons on different families and British Values and use the Jigsaw programme to ensure full progression, continuity and coverage. Children are taught RE weekly in all classes across the school. We follow the Plan Bee programme 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 used to highlight the need for good relations, tolerance and understanding in our school. Key Stage 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. we focused on the Black Lives Matters movement in the summer of 2020 after the protests across the country and, more locally, in Truro. 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, Refugees and Food banks as well as fundraising events such as Comic relief, Children in Need and supporting victims of the war in Ukraine.</p>
<p><b>Have there been any specific initiatives in the last 12 months targeting different groups within the school?</b></p>	<p>As a result of greater online activity amongst some of the older pupils in the school during the winter lockdown in 2021, there was a small amount of racist language used by some Y6 boys. Further investigation showed that this had come from online gaming with older children on 'Fortnite' and the children had no understanding of the meaning of the language they were using. The Year 6 teaching team responded immediately by planning a series of lessons to focus on racial equality and tolerance</p>



<b>How have we consulted with our stakeholders about these issues in the last 12 months?</b>	Regarding the information above, parents of the children using the racist language were contacted immediately and informed of the steps the school had taken to address the issue. 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 whether parents felt part of the school community despite the lockdown and how parents/carers felt they were coping at home. Questions on how welcome and safe children feel at school are included in the annual pupil questionnaire. Our safeguarding governor speaks to pupils once to question them about feeling included at school, bullying and prejudice related behaviour and attitudes towards people with disability. Children who are eligible for Pupil Premium, children who are disabled and children who represent other protected characteristics are always included in this panel as is appropriate (e.g. where information on these groups exist).
<b>Actions taken as a result of this consultation:</b>	Anti Bullying assemblies focusing on the definition of bullying (a lack of understanding of the term was uncovered through pupil conferencing). Positive role models through sport – focus on the Paralympics as children with disabilities lack confidence to take part in activities on residential/activity weeks. Additional of a Deputy Designated Safeguarding Lead with a responsibility for Online Safety as a direct response to the increase in issues created by the increase in time children are spending online at home.



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

- Anti-bullying Policy
- Safeguarding Policy
- Positive Behaviour Policy
- Progression of skills and knowledge documents for all curriculum areas
- 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.**

**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 academies.**

- Charging and Remittance Policy
- British Values Policy

<https://celtrust.org/governance/policies>

**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

<https://celtrust.org/governance/policies>



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

Objective One	To increase access for pupils with SEND to the school curriculum
Objective Two	To continue to develop the tolerance and acceptance of the difference between human beings and encourage all pupils to be aspirational, regardless of their differences
Objective Three	All pupils have equal access to our school building and grounds and opportunities provided by the school.

**Action Planning (2022-2023)**

	Planned Actions	Date to be completed by	Review/Monitoring
Objective One	<p>Train staff in the use of Makaton so that they are sufficiently equipped to communicate the academy curriculum for pupils with communication needs</p> <p>Continue to use Makaton in assemblies and continue to teach the whole school Makaton 'sign' of the week to raise awareness of this form of communication</p>	October 2022	Termly by the SLT/SENDCO in observations/TAC/EHCP reviews and pupil progress meetings
	<p>Continue with Metacognition Project so that teaching pedagogy uses strategies that enable ALL pupils to remember content long term across the whole curriculum This will include:</p> <ul style="list-style-type: none"> <li>• Breaking the curriculum into small steps</li> <li>• Identifying individual and group steps in curriculum planning</li> <li>• Revisiting learning so that it transferred from the working memory to the long term memory</li> </ul>	October 2022 and ongoing	Lesson observations/planning scrutiny by all curriculum leads Pupil conferencing show all groups of pupils are able to access long term content from memory.
	<p>Develop Speech and Language provision and oracy across the school to meet the communication needs of all pupils</p> <p>Appointment of SALT HLTA and completion of ELKLAN training.</p>	Spring 2023	SENDCO to monitor the progress of children on Speech and Language programmes.



Objective Two	Career based assemblies throughout the year linked to the various curriculum areas – guest speakers to demonstrate to pupils the opportunities available to them in the future.	July 2023	SLT to monitor provision in assembly Pupil Conferencing to monitor impact on pupils
	Ensure that pupils are aware of the protected characteristics through PSHE teaching (Jigsaw programme of study)	July 2023	PSHE Lead to monitor
	Continue to hold class assemblies that are responsive to current affairs and things going on both nationally, internationally and locally – supported by prominent display in school hall.	Ongoing through the year	SLT to monitor
Objective Three	Health and safety an agenda item at staff meetings and briefings. Safe movement around the school actively supervised by all staff. Regular reminders and reviews in assemblies	Sept 22 and ongoing	Progress towards this action will be reviewed and monitored on a termly basis by the Senior Leadership team.
	The Health and Safety coordinator will work alongside key workers to: Educate identified pupils of the site risks in and around the school	Sept 22 and ongoing	Progress towards this action will be reviewed and monitored on a termly basis by the Senior Leadership team.
	The Health and Safety coordinator will work alongside the Trust Estates Team to ensure all room entrances and exits are accessible to all pupils. This will include careful consideration to: <ul style="list-style-type: none"> <li>• Doors</li> <li>• Ramps</li> <li>• Platforms</li> <li>• Handrails</li> <li>• Paths</li> <li>• Fire exits</li> <li>• Steps – clearly marked</li> <li>• Lifts</li> </ul>	Sept 22 and ongoing	Weekly site visits from Estates Team Monthly meetings with Headteacher



	<p>The Health and Safety coordinator will work alongside the Trust Estates Team to ensure those with disabilities always have adequate space to park. This will include:</p> <ul style="list-style-type: none"><li>• Signage for additional disabled parking space outside the EYFS building</li><li>• Regular reminders to the school community of the use of blue badges on the school premises</li></ul>	Sept 22 and ongoing	Progress towards this action will be reviewed and monitored on a termly basis by the Senior Leadership team.
	<p>The Health and Safety coordinator will work alongside the Trust Estates Team to carry out a full review of the school site so that all pupils have maximum possible independence when moving around. This will include a review of:</p> <ul style="list-style-type: none"><li>• Door opening and closing mechanisms</li><li>• Doors – these are too heavy for some pupils to open.</li><li>• Taps so that they can be used by all pupils. Update taps in all classrooms for children with limited dexterity, grip and strength.</li><li>• Gates so that they can be more easily opened and safer for pupils and their families.</li></ul>	Sept 22 and ongoing	Estates Team – weekly visits Caretaker – regular check list. Health and Safety Lead – fortnightly visits
	<p>The Health and Safety coordinator will work alongside the Trust Estates Team to carry out a full review of the furniture and equipment so that all pupils can access the curriculum in all areas of the school.</p>	Sept 22 and ongoing	Progress towards this action will be reviewed and monitored on a termly basis by the Senior Leadership team.
	<p>All trips and residential activities reviewed to ensure that all pupil can access activities and participate fully, regardless of their needs</p>	Sept 22 and ongoing	Headteacher



**Review of previous progress towards these objectives**

	<b>Actions completed</b>	<b>Impact of these actions</b>
Objective One		
Objective Two		
Objective Three		