



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 are regularly discussed and the Community Champions also take responsibility, where relevant and as needed. 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, Aspire, 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 student support plans, individual health care plans, education health and care plans, as well as coregulation 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	All staff, on induction and regularly thereafter, complete the 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 required. When prejudice related incidents occur, staff record these incidents using the CPOMS system. All incidents trigger review by the SLT. Clear actions are recorded for each incident with the SLT requesting further action/information as needed. The Community Champions review the number of incidents at meetings throughout the year.
How does our curriculum promote tolerance, friendship and understanding of a range of religions and cultures?	<p>At Fowey Primary School we teach all children about Equality and Diversity primarily using the Jigsaw curriculum, although opportunities are woven throughout the curriculum and assemblies where relevant. Jigsaw offers a comprehensive programme for primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. Lyfta and Picture News are also used in assembly to support Equality and Diversity.</p> <p>We continue to review our approach to teaching reading and when reviewing texts, leaders take careful consideration when mapping the reading curriculum to ensure that there is a wider range of representation both in the authors chosen and in terms of the concepts studied by children. As key texts are updated and reviewed over time, leaders will continue to include authors from different religious and cultural backgrounds, ethnic minority authors, LGBT+ authors and we strive to expose and educate about Equality and Diversity.</p> <p>Throughout our wider curriculum we incorporate a range of different subjects including: art, music, R.E, history, geography and science. Equality and Diversity themes are regularly included. In music and art, we ensure that children study music from different countries and cultures, and a diverse selection of artists.</p>



	<p>We teach the full RSE programme through Jigsaw, which includes specific lessons on different families and British Values.</p> <p>Children are taught RE weekly in all classes across the school. We follow the Opening Worlds Religion and World Views Curriculum. We believe that Religion and World Views should provoke challenging questions about the meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human. Our Religion and World Views curriculum focuses on developing a deep interest in world views and a sound knowledge built through a coherent and tightly sequenced curriculum. It embraces a global and cultural breadth, and we are mindful to ensure that the uniqueness and background of every child is recognised and valued.</p> <p>Our diverse, culturally-rich and wide-scoping curriculum is underpinned by the teaching of basic skills, knowledge, concepts and values in a rigorous and coherent way. Explicit links to story-telling and creativity are made to enthuse learners. Many enhancement and enrichment activities are used throughout the curriculum to engage children and create purposeful, high-leverage outcomes that give children the opportunity to use and apply their developing knowledge and skills.</p> <p>We also carefully consider our assembly content to ensure that we maximise opportunities to embed key learning and also use the 'Picture News' resource to ensure that we cover topical current news.</p>
<p>How do assemblies address these issues and foster good relations between people with different characteristics?</p>	<p>Weekly assemblies address pertinent and current themes such as black history month (October) and various religious festivals throughout the year. Furthermore, significant inspirational people are also celebrated in assemblies well as fundraising events such as Children in Need.</p> <p>We also use the 'Picture News' resource to ensure that we cover topical current news stories.</p> <p>Weekly Friday assemblies share and celebrate children's successes in class over the week. Pupils are celebrated and rewarded with 'CARE' certificates, every 2 weeks we have a focus on one of our CARE values which the children need to demonstrate to gain the certificate. These values also form the basis of our DoJo rewards system.</p> <p>Headteacher and secret postcards are also awarded to children who have demonstrated either commitment to learning, sport, musical or other activities</p>



Have there been any specific initiatives in the last 12 months targeting different groups within the school?	As part of our Trust's work on the 'Cradle to Career' project, we have undertaken a listening campaign focusing on our parents of children with special educational needs.
How have we consulted with our stakeholders about these issues in the last 12 months?	At Fowey Primary School we are taking part in a Parental Engagement Framework, which is supported through Cornwall Council. We sent out a parent questionnaire in February 2026 and this will form part of a listening campaign. Staff were also questioned in Dec 25/ Jan 26.
Actions taken as a result of this consultation:	This will be an action for Feb/March 26.



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
Curriculum Overviews
Statutory Assessment Data
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

Objective three	<p>To continue to ensure all new staff joining the school complete the iHasco Equality and Diversity online learning unit.</p> <p>Build on last year's equality and diversity training with regular updates focussed on terminology and modelling of behaviours.</p> <p>Create a safe environment where inappropriate language and terminology can be challenged without prejudice.</p> <p>Develop a better understand of protected characteristics within the school community.</p>		<p>All current staff are up to date with their training. All newly employed staff to complete training within the first 2 weeks of employment</p> <p>Staff straining on being Inclusive and use of language – reporting on CPOMS</p>
Review of previous progress towards these objectives			

	Actions completed (2025-2026)	Impact of these actions
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.	Data analysis has showed the gaps between vulnerable and non vulnerable pupils, SEND and gender. This work will be ongoing in the next year
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.	All staff are trained and up to date Reduction in CPOMS categories have supported the recording of incidents. Reduction on use of homophobic language across the school. Continue to embed this target
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	Parent engagement has improved through the use of the Family Learning Programmes. Introduction of Class dojo has helped with communication for all pupils and families Parents presenting in school (Aspirations Week) has improved School attendance has improved as a result of better communication and that the parents feel they can talk to school Parent support advisor has helped to support parents with issues