



### **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><i>KTSA Equality and Diversity Session One for Headteachers and SLT in Oct 2020</i>  <i>All staff attended one hour awareness raising session in Jan 21</i>  <i>All teachers attended two further sessions in May and June 21</i>  <i>The chair of our LGB attended a 30 minute online session in June 21</i>  <i>All staff completed IHASCO online learning unit in Equality and Diversity in 2019-2020.</i></p>
<p><b>Monitoring and Recording prejudice related incidents</b></p>	<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>  <i>The LGB reviews the number of incidents annually.</i></p>
<p><b>How does our curriculum promote tolerance, friendship and understanding of a range of religions and cultures?</b></p>	<p><i>At Fowey 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 children's' class teachers or the headteacher 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 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.</i></p> <p><i>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- for instance, children in Y5 and Y6 study BAME artists and consider <i>If Art can change the World?</i>, children in EYFS and Y1 complete a comparative Geography study looking at the differences between Fowey and Ushuaia in Argentina and children in Y2/Y3 consider why the Indus Valley became such a centre for the Mayan people.</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>
<p><b>How do assemblies address these issues and foster good relations between people with different characteristics?</b></p>	<p><i>Weekly assemblies are used to highlight the need for good relations, tolerance and understanding in our school. On Wednesdays we deliver a No Outsiders assembly in Key Stage 2 using the picture resources found here <a href="https://no-outsiders.com/assembly-plans">https://no-outsiders.com/assembly-plans</a> Each weekly picture is also shared with families via our school Facebook page. This both highlights the importance of inclusion to our community as well as allowing families to continue discussions from school at home.</i></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><b>Have there been any specific initiatives in the last 12 months targeting different groups within the school?</b></p>	<p><i>Reporting in 2020-2021, showed an increase in incidents of prejudice related behaviour towards children with autism. As a result we held a staff training session to increase understanding of the traits of a particular strand of ASD, held two assemblies to raise awareness across the school of the needs of different children, worked specifically with one class to include additional PSHE lessons considering how children find different things easy or hard and using our different strengths to help and support each other.</i></p>
<p><b>How have we consulted with our stakeholders about these issues in the last 12 months?</b></p>	<p><i>Specialist advice was sought from Riding for the Disabled with regards to provision for a group of children with physical and learning disabilities.</i></p> <p><i>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.</i></p> <p><i>Questions on how welcome and safe children feel at school are included in the annual pupil questionnaire.</i></p> <p><i>A pupil panel is held once a year where children are asked 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</i></p>

	<i>and children who represent other protected characteristics are always included in this panel as is appropriate (e.g. where information on these groups exist).</i>
<b>Actions taken as a result of this consultation:</b>	<i>Weekly riding for the disabled sessions are now held with a group of girls externally and are led by a specialist RDA accredited instructor at their centre.</i>  <i>Inclusion of specific sessions around gender based prejudice, sexism, airbrushing and media images in PSHE curriculum as a direct result of parental feedback.</i>

## 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

Knowledge Organisers showing a break-down of our Project Based Curriculum

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	Increase girls self-confidence and resilience in mathematics
Objective Two	Implement good quality PSHE to include No Outsiders Curriculum
Objective Three	Implement full assembly plan inc. United Nations Assemblies and weekly No Outsiders sessions for KS2

**Action Planning (2021-2022)**

	<b>Planned Actions</b>	<b>Date to be completed by</b>	<b>Review/Monitoring</b>
<b>Objective One</b>	Complete initial baseline assessment of girls' confidence in maths Hold pupil panel to discuss perceptions of maths Review access to concrete materials and understanding of appropriate stuck strategies for mathematics	Sept 21 Dec 21 Jan 22	
<b>Objective Two</b>	Complete SRE consultation (parents, pupils and staff) Draft curriculum shared with all parents/staff Information videos sent to all parents/staff Implement weekly lessons Pupil Panel to review success of lessons	July 21 July 21 Sept 21 Sept 21 Mar 22	
<b>Objective Three</b>	Devise assembly overview Assembly times onto timetable Begin delivering assemblies Communicate weekly picture to parents	Jul 21 Aug 21 Sept 21 Sept 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)*

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