



## 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 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 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

<b>Equality and Diversity Training held in the last two years (2019-2021)</b>	Representative of SLT attended three 1-hour awareness raising sessions in July 21 All staff completed IHASCO online learning unit in Equality and Diversity in 2019-2020.
<b>Monitoring and Recording prejudice related incidents</b>	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. Clear actions are recorded for each incident with the SLT requesting further action/information as needed. The LGB reviews the number of incidents at LGB meetings throughout the year.
<b>How does our curriculum promote tolerance, friendship and understanding of a range of religions and cultures?</b>	<p>At Mount Charles School we teach all children about Equality and Diversity using the Jigsaw curriculum. 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.</p> <p>In 2020, we reviewed our approach to teaching reading post phonics study and introduced a comprehensive Whole Class Reading (WCR) approach and a progressive 'recommended treads' book spine for each year group. When choosing texts for both WCR and the school book spine, leaders took 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, BAME authors, LGBT authors and women authors.</p> <p>Throughout our wider curriculum we incorporate a range of different subjects including. Art, Music, History, Geography and Science. Equality and Diversity themes are regularly included. For example, in Year 5 we study the book Women in Space during our Stargazers ILP. This book is a collection of individual biographies of only WOMEN in space - there is a diversity of nations, largely American, British and Russian. There are discussion lessons in history in this topic concerning the Cold War (in which we briefly talk about differing ideologies/Berlin Wall etc) and a great unit on the achievements of Catherine Johnson. This comes from the Hidden Figures book and we discussed how she had such an impact on space exploration despite being a woman and black in 1960's America.</p>



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	<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 Jigsaw programme of study which is aligned with the Cornwall Agreed Syllabus for RE, including a focus on Christianity as well as Islam, Judaism, Hinduism and Sikhism.</p>
<p><b>How do assemblies address these issues and foster good relations between people with different characteristics?</b></p>	<p>Weekly Monday assemblies address a pertinent and current theme such as black history month (October) and various religious festivals throughout the year. Furthermore, significant inspirational people are also celebrated in assemblies such the story of Eluid Kipchoge who ran a marathon in under two hours as well as fundraising events such as Children in Need.</p> <p>Weekly Friday assemblies share and celebrate children’s successes over the week. Pupils are celebrated and rewarded with ‘celebrating, motivating success’ certificates, being applauded for being listed in the ‘gold book’, representing the school in sporting fixtures and/or community performances. Academic achievements are recognised including ‘reading millionaires’, ‘pen licences’ being awarded and key stage mathematics trophies.</p>
<p><b>Have there been any specific initiatives in the last 12 months targeting different groups within the school?</b></p>	<p>Reporting showed an increase in behaviour incidents as pupils have returned to school from the various school and bubble closures. As a result, we held a staff training session to increase understanding of the benefits of emotion coaching to raise awareness across the school of the needs of different children, worked specifically with several classes to include additional support in the form of individual communication support plans for identified pupils; considering how children find different things easy or hard throughout the course of the school day.</p> <p>Furthermore, the whole school behaviour policy has been reviewed to ensure greater clarity of process and procedures which staff and pupils alike can now follow with ease. Emphasis on reward and celebration now outweighs sanctions and consequences, though sanctions and consequences have also been reviewed and are now clear for all to follow.</p>
<p><b>How have we consulted with our stakeholders about these issues in the last 12 months?</b></p>	<p>Specialist advice and training was sought from various outside agencies and colleagues including the Trust lead SENDCo and Kernow SEMH consultant, Penny Hermes. Views were sought from staff and pupils before trialling the reviewed behaviour policy in Summer 2 (2021) and feedback on the success of this from pupils, staff and parents has been overwhelmingly positive.</p> <p>Annual parental questionnaire includes questions about how safe pupils are at school and how welcomed parents feel.</p> <p>Questions on how happy and safe children feel at school are included in the annual pupil questionnaire.</p>



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**Actions taken as a result of this consultation:**

Review of our school values: Learn, Engage, Aspire, Nurture  
Implementation of new behaviour policy including a consistent 'LEARN' ladder approach adopted in every class across the school.  
Consistent approach to implementation of individual communication support plans and sticker charts.  
Training for teaching staff on high quality teaching planning considerations that benefit all pupils but particularly those with SEND.



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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](#)

[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](#)



## Public Sector Equality Duty



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

Objective One	To ensure consistently inclusive teaching across the school.
Objective Two	To ensure all staff have an increased confidence in challenging inappropriate comments and beliefs.
Objective Three	To ensure the Mount Charles curriculum reflects a breadth of diversity beyond themed weeks and event days.

### Action Planning (2021-2022)

	Planned Actions	Date to be completed by	Review/Monitoring
Objective One	Deliver Equality and Diversity training sessions to both teaching and support staff.	Summer term 2022	Termly – as staff meeting, twilight and INSET CPD sessions are scheduled.
Objective Two	Identify opportunities for both explicit and implicit teaching and modelling of equality and diversity in the curriculum and as part of day-to-day school life.	Summer term 2022	Termly - Dec, April, July.
Objective Three	Review class, year group, phase and whole school assembly plan to reflect and support the equality and diversity themes within the curriculum offer.	Summer term 2022	Termly - Dec, April, July.

### Review of previous progress towards these objectives

*(left blank until July 22- then completed each year by moving the actions from the previous year down)*

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