

Lostwithiel School 2021 2022

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 vision and values are:

- **Pride – Lostwithiel learners are proud of who they are and where they come from. They have a clear sense of place, self and identity. This allows them to decide wisely and set their own goals and boundaries.**
- **Partnership- Lostwithiel learners are team players. They are kind and considerate. They listen and respect the views of others.**
- **Perseverance Lostwithiel learners are resilient. They see mistakes as helpful and they learn from all of their actions. They can adapt and apply their skills in new situations. They can manage their own risk.**
- **Passion: Lostwithiel learners are passionate about their learning and their beliefs! They have formed their own opinions about the world around them and will share their ideas with others.**
- **Participation- Lostwithiel learners are responsible and active citizens. They are open minded and will give new things a try!**

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 | |
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| Equality and Diversity Training held in the last two years (2019-2021) | <p><i>.KTSA Equality and Diversity Session One for Headteachers 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> |
| Monitoring and Recording prejudice related incidents | <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. Any incident is also reported to county.</i></p> <p><i>The LGB reviews the number of incidents annually.</i></p> |
| How does our curriculum promote tolerance, friendship and understanding of a range of religions and cultures? | <p><i>At Lostwithiel we teach all children about Equality and Diversity using all parts of our curriculum and focus on this during weekly assemblies and during PRIDE week. We are a rights respecting school and we use this as a driver to promote equal rights for all children.</i></p> <p><i>We have recently reviewed our 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>In the afternoons we teach a a range of different foundation subjects (e.g. Art, Music, History, Geography and Science). Equality and Diversity themes are regularly included within this curriculum. This can all be found on the curriculum area of our website.</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>How do assemblies address these issues and foster good relations between people with different characteristics?</p> | <p><i>Weekly assemblies are used to highlight the need for good relations, tolerance and understanding in our school. We focus on rights and responsibilities using the UN charter of the right of the child as a basis for discussion. 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>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>Have there been any specific initiatives in the last 12 months targeting different groups within the school?</p> | <p><i>We have had an increase of children that are expressing a different gender to the gender they were born with. We have raised awareness regarding pronouns and also through assembly books such as 'Red' and 'Dogs Don't Do Ballet'. We have reviewed and changed our uniform guidance so that it is non binary. All new toilets are non-binary so that pupils do not have to make a choice when they wish to go to the bathroom. We celebrated diversity through PRIDE week.</i></p> |
| <p>How have we consulted with our stakeholders about these issues in the last 12 months?</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 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></p> |
| <p>Actions taken as a result of this consultation:</p> | <p><i>A suggestion box for pupils in class so they feel heard and can suggest things to school council A worry monster in each classroom so that children have somewhere to share worries.</i></p> |

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

Our Equality Objectives (September 2021- July 2025)

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| Objective One | To review our curriculum to ensure there is representation across all protected characteristics. |
| Objective Two | To develop pupil voice for children with protected characteristics |
| Objective Three | To replace the remaining gender specific toilets in school with non binary bathrooms |

Action Planning (2021-2022)

| | Planned Actions | Date to be completed by | Review/Monitoring |
|-----------------|--|-------------------------|-------------------|
| Objective One | Review curriculum with staff and CELT curriculum groups | July 2022 | |
| Objective Two | Small group pupil conferencing. TEAM 12 to meet more regularly (every 2 weeks) Ensure children with protected characteristics in both groups | July 2022 | |
| Objective Three | Buildings and estates team to quote for works on toilets. | July 2022 | |

Review of previous progress towards these objectives

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