



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. 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 Learn, Engage, Aspire, Respect, Nurture.

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.

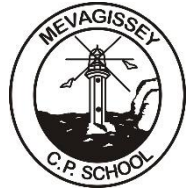
We offer a structured **PSHE curriculum, assemblies, workshops and visits** all of which exemplifies the British Values and our school values. More details of how our curriculum specifically meets these requirements can be found below.



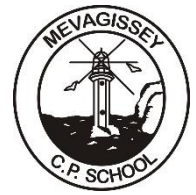
How we meet the Public Sector Equality Duty	
Equality and Diversity Training held in the last two years	All staff, on induction and regularly thereafter, complete the IHASCO online learning unit in Equality and Diversity.
Monitoring and Recording prejudice related incidents	All staff receive induction 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 LGB reviews the number of incidents at LGB meetings throughout the year.
How does our curriculum promote tolerance, friendship and understanding of a range of religions and cultures?	<p>At Mevagissey 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.</p> <p>This year we reviewed our approach to teaching reading. When reviewing library texts and novels to be studied in each class, leaders 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 women authors.</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 Discovery RE programme of study. Each year there are three units focused on Christianity and three units exploring a second religion. Across the key stages, pupils will learn about Judaism, Hinduism, Buddhism, Sikhism and Islam. Through this curriculum pupils build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society. It teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice. Discovery RE prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.</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 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>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 Star of the Week and Citizen of the Week certificates and trophies. We also have a weekly Kindness Cup which is presented in Friday assemblies. Nominations are often offered by pupils. This helps them to recognize and celebrate the importance of kindness. We also take time to celebrate pupils who have represented the school in sporting fixtures and/or community performances. Achievements in times tables and times tables rockstars, Science Star and our Wonderful Writer awards and are also celebrated.</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?	<p>We have been focusing on listening to our parents of children with SEND.</p> <p>We have shared the CELT graduated approach and have encouraged parents to share successes and frustrations regarding our collaborative work.</p> <p>As a result, we are working with SENDCo's across our Trust to review our processes to ensure that we improve the SEND experience for our families taking into consideration key feedback given by our parents. Targeted SEND pupil conferencing has taken place with representatives from the Local Governing Body and a SEND Specialist School Improvement Consultant.</p>
Actions taken as a result of this consultation:	<p>We have offered coffee mornings to enable parents to network and build relationships. Presentations to be given from our SENDCO and SLT Team to ensure that parents understood their roles within the school and strategies they use to support their children. Parents evenings and Teacher SEND meetings used as an opportunity to build relationships between school staff and parents of those children with SEND need</p> <p>We have also worked with SENDCo's across our Trust to improve the transition process from Year 6 – Year 7 specifically focusing on our children with SEND.</p> <p>Once we have reviewed SEND processes as a Trust we will be communicating these to all staff and parents.</p>



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](#)

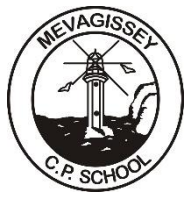
The following information is available centrally through our Trust (Cornwall Education Learning Trust) and shows how we meet our duty towards employees:

[Code of Conduct for Teaching and Support Staff](#)

[Complaints Policy and Procedure](#)

[Recruitment Policy](#)

[Whistleblowing Policy](#)



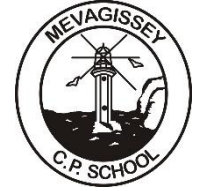
Our Equality Objectives (September 2021- July 2025)

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 Mevagissey Primary School curriculum reflects a breadth of diversity beyond themed weeks and event days.

Action Planning (2024-2025)

	Planned Actions	Date to be completed by	Review/Monitoring
Objective One	To continue to ensure all new staff joining the school complete the iHasco Equality and Diversity online learning unit.	Ongoing	
Objective Two	Publish CELT Staff and Parent Guidance regarding how we work collaboratively to support families of children with SEND needs.	July 2025	
Objective Three	Expand on 'celebration days' by inviting children or members of their family to come into school and share information regarding their need and how it impacts them.	July 2025	

Review of previous progress towards these objectives



	Actions completed (2023-2024)	Impact of these actions
Objective One	To continue to ensure all new staff joining the school complete the iHasco Equality and Diversity online learning unit.	Staff are aware and vigilant.
Objective Two	To explore elements of the LEAP programme to the PSHE curriculum to improve understanding of Neurodiversity. Staff to upskill their knowledge of Neurodiversity through supporting SENDCO with neurodevelopmental profiling process	This has been discussed at the CELT PSHE Leads Curriculum group and will be planned into the autumn 2025 curriculum. Three teachers have been involved in meeting with parents and SENDCO to complete Neurodevelopmental profiling process