

Lostwithiel School 2023- 2027

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

Equality and Diversity Training held in the last two years (2022 - 24)

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 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.
The LGB reviews the number of incidents annually.*

<p>How does our curriculum promote tolerance, friendship and understanding of a range of religions and cultures?</p>	<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. For our assemblies we use Picture News which directly links each assembly to British values, one of which is tolerance. 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 reviewed our writing curriculum and 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. From 2021 this included authors from different religious and cultural backgrounds, BAME authors, LGBT authors and women authors and has been updated once again in 2024. 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 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 in EYFS and KS1 which includes a focus on Christianity as well as Islam, Judaism, Hinduism and Sikhism. In KS2 we follow the Opening Worlds Curriculum. Our curriculum also offers many opportunities to discuss people of no identified faith and humanism.</i></p>
<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. Through using Picture News we directly link each assembly to the five recognised fundamental British values and the ten protected characteristics. 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>Have there been any specific initiatives in the last 12 months targeting different groups within the school?</p>	<p>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.</p>
<p>How have we consulted with our stakeholders about these issues in the last 12 months?</p>	<p>We have been focusing on listening to our parents of children with SEND. 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 CELT School Improvement Team.</p>
<p>Actions taken as a result of this consultation:</p>	<p>Adaptive teaching is a focus for the school this year as a result of pupil voice and school improvement visits. We have worked with SENDCo's across our Trust to improve the transition process from Year 6 – Year 7 specifically focusing on our children with SEND. 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
Child Protection and Safeguarding Policy
Positive Relationships and 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.

Mental Health and Well Being 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 2023- July 2027)

Objective One	To ensure that all pupils are aware of protected characteristics and ensure that Lostwithiel School is an accepting, supportive place to all pupils
Objective Two	To develop all pupils' aspirations for the future, regardless of their background
Objective Three	To enhance our personal development curriculum to enable all pupils to access a wide range of opportunities

Action Planning (2024-2025)

	Planned Actions	Date to be completed by	Review/Monitoring
Objective One	Diversity Week planned for 2025 – to include external speakers and workshops for all pupils	July 2025	
Objective Two	To work with CELT Cradle to Career Lead to develop a career information programme for primary school pupils	Sept 2025	
Objective Three	Further increase the range of extracurricular activities for ALL pupils and ensure that everyone is able to access at least one across the year	July 2025	

Review of previous progress towards these objectives

	Actions completed	Impact of these actions
Objective One	Implement Picture News assemblies for each Key Stage from September 2023	Children have a wider understanding of events across the world and have a developing understanding of the five British values.
Objective Two	Revision of the writing curriculum to include a wide range of cultures and role models	Curriculum includes a wide range of gender role models, occupations, families. Children are accepting of individuals with additional needs and show tolerance and understanding of others.
Objective Three	Widening of extra curriculum offer from September 2023 - monitoring of uptake and targeted opportunities for specific pupils	All disadvantaged pupils took part in extra curricular activities. Pupil voice activities – all pupils identified extracurricular activities as something they enjoyed and named a trusted adult as the best thing about the school.