

Single Equality Scheme

Single Equality Scheme

The Equality Act 2010 introduced a single Public Sector Equality Duty that applies to public bodies, including maintained schools and Academies, and extends to certain protected characteristics race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Equality Objectives:

- To foster good relations by asking families how we can more effectively celebrate diversity within our school community.
- To advance equality of opportunity by continually reviewing pupil achievement and engagement in learning and school life to ensure equality and fairness in access.
- To ensure that the promotion of equality and diversity is embedded in the curriculum and through our school values.

Progress towards Current Objectives.

In order to meet our Equality Objectives the following activities took place over the course of the last academic year and will be continued

- All children engaged with the PHSE curriculum in relation to improving equality.
- We had training from Black Voices Cornwall to support staff in recognising and tackling bias and stereotyping.
- From Reception gender stereotyping is challenged. Reception staff provide resourcing to promote equality of access throughout the curriculum.
- In order to continue to develop an understanding and tolerance of difference, staff use good quality texts which address protected characteristics at an age appropriate level as core texts.
- PSHE activities promote understanding and tolerance of difference and disability. This may be in whole school assemblies and circle time.
- We cover the British Values as part of our PSED curriculum. This includes pupils learning about 'tolerance' and 'mutual respect'.
- Listening to our pupils at all times. Using pupil voice and the pupil survey we will review the response of those in protected groups.
- Pupil achievement by protected characteristic is monitored at pupil progress meetings. Staff act on any trends or patterns in the data that require additional support for pupils.
- Ensuring that all pupils have the opportunity to access extra-curriculum provision. We provide a range of clubs to which all are welcome.
- LGBTQ+ training provided by Intercom Trust for a staff INSET day- focus on how to support pupils and families with issues linked to LGBTQ+
- Our curriculum lead has introduced a diversity section to planning documents which prompts class teachers to consider representation of all pupils within topic coverage.

- New school displays are considerate of representation, and where possible promote inclusion and equality by combating gender stereotypes. E.g. our science display celebrate female scientists.

Steps included on the School Development Plan.

To continue to prepare learners for life in modern Britain by developing their understanding and appreciation of diversity by:

- PTA to fund additional books on diversity to ensure all children have access to diverse, quality texts within the classroom.
- When DFE guidance on supporting LGBTQ+ is released, it to be incorporated into policy and practice
- Sourcing appropriate books for each year group's topics that reflect diversity e.g. Amazing Africa, celebrations from around the world, superheroes from around the world.
- More culturally diverse photos across all subjects, including examples used on AIFs during teaching input, resources used by the children to support their learning and on displays.