



Meeting our responsibilities under the Public Sector Equality Duty

Our academy takes its responsibilities under the Equality Act 2010 seriously and we have due regard for the protected characteristics across our academy. 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 academy do to eliminate discrimination?

We have set a **clear vision and values** which we expect all our staff, pupils and families to act in a non-discriminating manner and show respect to each other. Our core values are kindness, resilience, independence and equality.

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 academy 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.

Academy 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, annual difference days, workshops and visits** all of which exemplify the Fundamental British Values and our academy values. More details of how our curriculum specifically meets these requirements can be found below.

How we meet the Public Sector Equality Duty

<p>Equality and Diversity Training held in the last two years (2022-2024)</p>	<ul style="list-style-type: none"> • All staff completed IHASCO online learning unit in Equality and Diversity in 2022-2023. • Any staff who have joined the academy since September 2023 have completed IHASCO the online learning unit in Equality and Diversity
<p>Monitoring and Recording prejudice related incidents</p>	<ul style="list-style-type: none"> • 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. • The LGB reviews the number of incidents termly.
<p>How does our curriculum promote tolerance, friendship and understanding of a range of religions and cultures?</p>	<ul style="list-style-type: none"> • We teach a knowledge and skills-based curriculum which incorporates the whole of the Early Years Framework. Equality and Diversity themes are regularly included within this curriculum- • Children are taught RE weekly. 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. • We teach the full RSE programme, which includes specific lessons on different families and British Values.
<p>How do assemblies address these issues and foster good relations between people with different characteristics?</p>	<ul style="list-style-type: none"> • Weekly assemblies are used to highlight the need for good relations, tolerance and understanding in our academy. In addition, we deliver assemblies using the picture news assembly resources found here https://www.picture-news.co.uk/ • Academy assemblies and class assemblies are responsive to current affairs and things going on both nationally, internationally and locally. We also include assemblies to address themes across the academy as needed. • Themes will include Ramadan, Harvest festival, Easter and Pentecost, St Piran's day, hidden disabilities including autism and ADHD, Taking a knee at major sporting events, Refugees and Food banks as well as fundraising events such as Comic relief and Children in Need.
<p>Have there been any specific initiatives in the last 12 months targeting different groups within the academy?</p>	<ul style="list-style-type: none"> • Regular monitoring will take place to ensure action is taken if any challenges arise. • Work will be carried out to support children's understanding that all children are unique and to celebrate differences. Staff training sessions will be focusing on having a secure understanding of traits of ASD and additional PSHE lessons considering how children find different things easy or hard and using our different strengths to help and support each other. • 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>How have we consulted with our stakeholders about these issues in the last 12 months?</p>	<p>Things we will do include:</p> <ul style="list-style-type: none"> • Specialist advice sought from organisations such as Imagine Outdoors, Dreadknought and the Early Help Hub with regards to provision for children with SEND. • Annual parental questionnaire to include questions about how safe pupils are at academy and how welcomed parents feel. • Questions on how welcome and safe children feel at academy will be included in the annual pupil questionnaire. • Pupil conferencing will be held half termly. Children will be asked about feeling included at academy, 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). • 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. • 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>	<ul style="list-style-type: none"> • Set up weekly attendance at Imagine Outdoors or access support from Dreadknought or the Early Help Hub for identified pupils. • We held a coffee morning to enable parents to network and build relationships. They also received presentations from our Pastoral Team to ensure that parents understood their roles within the school and strategies they use to support their children. • 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. • Once we have reviewed SEND processes as a Trust we will be communicating these to all staff and parents.

Policies and Information Available

The following academy-specific information is available on our website and shows how we meet our duty towards pupils at our academy:

- Anti-bullying Policy
- Safeguarding Policy
- Positive Behaviour Policy
- Knowledge organisers showing a break-down of our knowledge and skills based curriculum

[Newquay Primary Academy - Policies](#)

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 academy's.

- Charging and Remittance Policy
- British Values Policy

[Cornwall Education Learning Trust - Policies \(celtrust.org\)](#)

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

[Cornwall Education Learning Trust - Policies \(celtrust.org\)](#)

Our Equality Objectives (September 2021- July 2025)

NB: The academy opened in September 2021 and is still occupies temporary accommodation. We are continuing with this objective and will monitor and review our priorities as situations arise.

Objective One	To develop the tolerance of what makes members of our community different. ‘Together, we are one community who care, respect and understand one another.’
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Action Planning (2024-2025)

	Planned Actions	Date to be completed by	Review/Monitoring
Objective One	Review our academy offer and ensure that: <ul style="list-style-type: none"> • It reflects that we are one community who care, respect and understand one another 	December 2024	Progress towards this action will be reviewed and monitored on a termly basis by the Senior Leadership team.
	Following the completion of the carefully planned and sequenced RSE curriculum, monitor the delivery and effectiveness of the curriculum by: <ul style="list-style-type: none"> • Monitoring teaching • Pupil conferencing • Monitoring CPOM entries to analyse statistical information about the protected characteristics 	Sept 2024 and ongoing	Progress towards this action will be reviewed and monitored on a termly basis by the Senior Leadership team.
	Continue to hold an annual diversity day that allows all pupils to celebrate the diversity of our academy and local community. As a result, pupils will understand that we are one community who cares, respects and understands one another.’	July 2024 and July 2025	Progress towards this action will be reviewed and monitored on a termly basis by the Senior Leadership team.
	Continue to hold assemblies that are responsive to current affairs and things going on both nationally, internationally and locally.	Sept 2024 and ongoing	Progress towards this action will be reviewed and monitored on a termly basis by the Senior Leadership team.
	Continue to provide peer and class awareness sessions to help all pupils develop an understanding of another pupils needs eg Autism. As a result, pupils will understand that we are one community who cares, respects and understands one another.’	Sept 2024 and ongoing	Progress towards this action will be reviewed and monitored on a termly basis by the Senior Leadership team.

Review of previous progress towards these objectives			
	Actions completed	Impact of these actions	
Objective One	<ul style="list-style-type: none"> • Reviewed our academy offer and ensured that: <ul style="list-style-type: none"> ○ It reflects that we are one community who care, respect and understand one another ○ It is up to date and on the academy website. • Following the completion of the carefully planned and sequenced academy RSE curriculum, monitored the delivery and effectiveness of the curriculum by: <ul style="list-style-type: none"> • Monitoring teaching • Pupil conferencing • Monitoring CPOM entries to analyse statistical information about the protected characteristics • Continued to hold class assemblies that are responsive to current affairs and things going on both nationally, internationally and locally. 	<ul style="list-style-type: none"> • Our academy offer was reviewed September 2024 and will be further reviewed in September 2025. It is displayed on the academy website. • Our monitoring of teaching, pupil conferencing, and monitoring of CPOMS entries tells us that there has been a decrease in the number of recorded incidents relating to the protected characteristics • Weekly primary picture news assemblies are held to teach our pupils about current affairs. Our monitoring tells us that our pupils have a better understanding of national, international and local affairs 	
Objective Two			
Objective Three			