



Public Sector Equality Duty

Pondhu Primary School 2026-2030

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 school is a safe, respectful learning environment.”** This underpins the daily work of the school.

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 learning support plans, individual health care plans, education health and care plans as well as co-regulation 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 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 with a whole staff review every September. 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 trust monitors and reviews the number of incidents throughout the year.
How does our curriculum promote tolerance, friendship and understanding of a range of religions and cultures?	At Pondhu School we teach all children about Equality & Diversity within the curriculum, which allows all children to explore themes of difference and each of the protected characteristics. We teach the full RSE programme through Jigsaw, which includes specific lessons on different families and British Values. Our assemblies, PSHE and RE curriculums include the promotion of tolerance, friendship and ways to develop an understanding of a range of religions and cultures. These lessons are led by the children's class teachers and feed into the wider work across the curriculum. For our assemblies we use Picture News which directly links each assembly to British values, one of which is tolerance. We have reviewed our novel study and favourite five books to ensure that there is a wider range of representation both in the authors chosen and in terms of the concepts studied by children. This includes 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. The school secured a £5,000 grant for books and this was used to enrich and develop the range of cultures, religions, BAME authors and LGBT authors available. The content includes a range of disabilities, family types and BAME lead characters. Throughout our wider curriculum we incorporate 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. We teach the full RSE programme, which includes specific lessons on different families and British Values. Children are taught RE weekly in all classes across the school. We follow the Opening Worlds curriculum, which includes a focus on Christianity as well as Islam, Judaism, Hinduism, Buddhism, Sikhism and Islam. The programme also offers

	many opportunities to discuss people of no identified faith and humanism. 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. Opening Worlds 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.
How do assemblies address these issues and foster good relations between people with different characteristics?	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. Weekly assemblies are responsive to current affairs and things going on both nationally, internationally and locally. We also include assemblies to address themes across the school as needed e.g Harvest, Ramadan, Holi, Easter and Pentecost, Advent, Patron Saints of England, Ireland, Scotland and Wales, 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. There are three class-based assemblies each week. One is based on a picture news current affairs theme linked to the British values and protected characteristics, one is based on the PSHE curriculum and Oracy and one is based on Lyfta which enhances the curriculum, lifting children out of their everyday surroundings with transformative opportunities to explore different countries, languages, cultures and lived human experiences from all around the world. It elevates children's understanding of values and deepens their engagement across learning topics. There is also a whole school celebration assembly and a weekly singing assembly. All will follow the overarching theme of inclusion and acceptance. Weekly Friday assemblies share and celebrate children's successes in class over the week. Pupils are celebrated and rewarded with Star Learner, British values champions and Sports Clubs star learner every week.
Have there been any specific initiatives in the last 12 months targeting different groups within the school?	The whole school behaviour policy has been reviewed with other trust schools to ensure there is a greater clarity of process and procedures which staff and pupils can follow with more consistency. The emphasis is on reward and celebration which outweighs sanctions and consequences, although sanctions and consequences have also been reviewed and are clear for all to follow. As part of our trusts work on the Cradle to Career project, we have undertaken a listening campaign focussing on our parents of children with Special Educational Needs.
How have we consulted with our stakeholders about these issues in the last 12 months?	Annual parental questionnaire includes questions about how safe pupils are at school and how welcomed parents feel. Questions on how welcome and safe children feel at school are included in the annual pupil questionnaire.

	Children are asked how happy and safe they feel during pupil conferencing and are given regular opportunities to share how they feel in the classroom. The School Parliament provides an opportunity for the Voice of the Child to be heard. The senior leadership team are available at the beginning and end of every school day to liaise with parents / carers about any aspect of school life. We have listened to the parents of SEND children through the listening campaign. 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.
Actions taken as a result of this consultation:	We have completed a self-evaluation of SEND provision. As a result we have reviewed SEND support plans to ensure that targets are smart and children and parents know their targets. Adaptive teaching is a focus for the school this year as a result of pupil voice and school improvement visits. The behaviour policy has been reviewed and updated.

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: Safeguarding and Child Protection Policy Positive Relationships and Behaviour Policy Statutory Assessment data Curriculum documents including termly sequences of learning 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 policy 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 Recruitment Policy Whistleblowing Policy	

Our Equality Objectives (September 2026- July 2030)

Objective One	To ensure that all pupils are aware of protected characteristics and ensure that Pondhu Primary 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.

Our Equality Objectives (September 2026- July 2027)

Objective One	To explicitly teach children about the Protected characteristics.
Objective Two	To raise children's aspirations for the future, regardless of their background.
Objective Three	Consult with children and parents to enhance our extra-curricular opportunities and identify and address barriers to children accessing these.

Action Planning (2026-2027)

	Planned Actions	Date to be completed by	Review/Monitoring
Objective One	Teach all children about the protected characteristics through the curriculum.	December 2026	
	Regularly talk about the protected characteristics in assemblies and curriculum lessons	July 2027	
	Diversity Week planned for 2027 – to include external speakers and workshops for all pupils July 2027	July 2027	
Objective Two	Regularly provide opportunities through the curriculum to talk about aspirations.	July 2027	
	Careers Day planned for June 2027.	June 2027	
Objective Three	Consult with parents and children about what clubs they would like.	September 2026	
	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 2027.	July 2027	

Our Equality Objectives (September 2025- July 2026)

Objective One	To embed the use of the CELT CPOMS toolkit into practice, to further enhance CPOMS chronologies.
Objective Two	To ensure the RE opening worlds curriculum is well embedded within school.
Objective Three	To embed the CELT behaviour and relationships policy that encompasses the aims of our school ethos and trust values.

Review (2025-2026)

	Actions completed 2025-2026	Impact of these actions
Objective One	To embed the use of the CELT CPOMS toolkit into practice, to further enhance CPOMS chronologies. Training and updates	All staff are trained and updated in the use of cpoms. Support is given where needed. Staff will openly ask for help as needed. Quality of cpoms logs have improved and are consistently factual.
Objective Two	To ensure the RE opening worlds curriculum is well embedded within school. Opening worlds training	Opening worlds curriculum is embedded across KS2. Lessons monitored show children engaged and interested in their learning. Children can talk confidently about what they have learnt.
Objective Three	To embed the CELT behaviour and relationships policy that encompasses the aims of our school ethos and trust values. Policy shared with children and parents Ongoing promotion of positive behaviours	Staff use the behaviour and relationships policy consistently. Behaviour lead monitors behaviour incidents and ensures the appropriate reward / consequence is actioned. Any behaviour incidents are shared with parents. The trust monitors cpoms behaviour logs.