

Public Sector Equality Duty – Update of Progress Against Our Objectives – AY2020/21

The following is the progress that **Liskeard School and Community College** has made from January 2018 to the end of academic year 2020/21:

a. Students

(1) To ensure that all students have equal access to an appropriate, broad, balanced, relevant and differentiated curriculum.

- We have maintained our curriculum to ensure it meets every aspect of this objective and have ensured that each student has equal access, making reasonable adjustments where necessary to meet specific individual needs.
- Our Deputy Headteacher has responsibility for the Pupil Premium Strategy and for ensuring that all students have equal access to the curriculum.
- We employ a number of Teaching Assistants to support students in accessing the curriculum. We also employ additional specialist staff to support students on roll within our ARB so that they too are able to access the curriculum. As much of their provision as possible is integrated within the main school.
- We provide laptops or tablets to students who need them to ensure curricular access, including specialist equipment or support for any physically impaired students as required.
- A member of staff has responsibility for guaranteeing appropriate examination access arrangements.
- Higher Level Teaching Assistants have roles as Dyslexia and Autism Champions to ensure optimum access for these students.
- We employ a member of staff to champion the needs of Children in Care.
- We employ an Emotional and Well-being Champion whose remit includes support for Young Carers and LGBTQ+.
- We have adapted our KS3 curriculum to better meet the needs of some students by running specialist 'transition groups' focussing on accelerating literacy and numeracy development. We also run 'life skills' lessons for some students to help develop their confidence, team skills and essential skills for life.
- We have adapted our KS4 curriculum to better meet the needs of some students by providing a vocational skills option building on the life skills curriculum in KS3.
- We have several staff who are TIS or ELSA trained, along with an emotional health and well-being champion who provides mental-health support in order to enable students to access the curriculum successfully. In addition, the school hosts TICTAC, a centre offering advice and support to teenagers. This is staffed by trained counsellors and a nurse. External support is also provided by various agencies and volunteers, e.g. mentoring, bereavement counselling

(2) To review student progress, performance and outcomes against each of the protected characteristics in all our data analyses and to take proportionate action where required.

- Our data shows that children with Education Health and Care plans are making strong progress (confirmed by Ofsted visit, Feb 2020).
- The attainment of disadvantaged students is improving and the Ofsted visit confirmed we are using funds strategically to support disadvantaged students' academic progress.
- The catch-up funding is used well for reading intervention in Year 7. Targeted Lexia intervention supports students in small groups.
- We have identified that boys and children with low prior attainment under-perform in relation to their peers.
- There is nothing to raise concern about the progress of students in the other categories.

(3) To raise student awareness and encourage them to embrace equality and diversity through the curriculum and assemblies, and to apply proportionate remedies to modify inappropriate attitudes and behaviours.

- We have delivered assemblies on:
 - Autism Awareness
 - Anti-bullying
 - Hate Crime
 - Exercising empathy and compassion
 - Guest speakers, e.g. PC Turner-Moore
 - Respecting differences
 - Equality and fairness
 - Not judging on appearances
 - Sexual harm and consent
- Our PSHE curriculum includes a comprehensive programme that focuses on personal development, behaviour and welfare.
- We work with the Intercom Trust to support our LGBTQ+ community.
- We promote a fully inclusive team ethos, with emphasis on everyone having courage, resilience and kindness. These attributes are frequently the focus of assemblies and promoted daily in lessons. Our rewards schemes and personal development challenges align to these attributes.
- We have purchased ClassCharts to help us better track and monitor both positive and negative behaviours. Any behaviours resulting in sanctions such as internal exclusions and fixed term exclusions require a re-integration meeting with a senior member of staff. These often require a level of restorative justice and/or resolution to enable students learn from their mistakes.
- We have trained, student Anti-Bullying Ambassadors.
- Our Sixth Form students support their younger peers through volunteering in classes, peer mentoring and acting as reading buddies.
- The following number of cases of prejudice-based bullying, intimidation, discrimination, victimisation or harassment involving students were reported and investigated:
 - AY2018/19 = 2
 - AY2019/20 = 3
 - AY2020/21 = 8

b. Staff

(1) To raise awareness of our equality duty through staff training in order to embed effective practice in all of our activities so as to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010 and to advance equality of opportunity/foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

- We have tested and revised our job application form and supporting paperwork.
- We have developed and published SMART's recruitment policy.
- We have had training from external and internal professionals (TIS training and SENDCo training).

(2) To encourage and demonstrate appropriate behaviours and take proportionate and consistent action to modify inappropriate attitudes and behaviours.

- The following number of cases of prejudice-based bullying, intimidation, discrimination, victimisation or harassment involving staff were reported and investigated:
 - AY2018/19 = no cases
 - AY2019/20 = no cases
 - AY2020/21 = no cases

c. Leadership

(1) To ensure that Directors, Local Governors, headteachers, SLT and SMART leaders at all levels apply the letter and promote the spirit of the equality duty with transparency across their areas of responsibility when undertaking their duties.

(2) To plan for and allocate appropriate and proportionate resources to deliver the equality duty, including for the provision of training and to enable reasonable adjustments, including the supply of auxiliary aids and services.

- We have an SEND Governor, a PP Governor and a Governor who oversees Children in Care and Young Carers.
- The SMART Trust Board was briefed on the Public Sector Equality Duty by Steve Green in January 2018.

d. SMART schools our associates

(1) To promote equality, celebrate diversity and stimulate community cohesion by fostering good relations within and across SMART's schools, with persons and organisations associated with SMART and with the wider community.

- Key students have worked with primary and secondary school students from other SMART schools on the SMART Student Council.
- We run various 'Bring Your Grown-up to...' events throughout the year to help parents/carers/siblings understand how they can support learning at home
- Our Sports Leaders lead the Primary Disability Sport Festival.

- We work with various local organisations in a variety of ways to support the wider community, e.g. The Lighthouse Community Centre – offering play events for families, Real Junk Food Project – offering free meals, games and activities for families over the Christmas and Summer holidays
- We work directly with parents and social workers to support home life, e.g. sign-posting parenting classes

(2) To investigate any form of discrimination, harassment or victimisation relating to a person's protected characteristics by or to any student, member of staff or person associated with SMART, taking remedial action where necessary.

- The following number of cases of prejudice-based bullying, intimidation, discrimination, victimisation or harassment involving persons or organisations associated with our Academy were reported and investigated:
 - AY2018/19 = no cases
 - AY2019/20 = no cases
 - AY2020/21 = no cases