

**Public Sector Equality Duty – Update of Progress Against Our Objectives – AY2021/22**

The following is the progress that **Saltash Community School** has made from January 2018 to the end of academic year 2021/22:

**a. Students**

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

- We maintained our broad and balanced curriculum throughout the pandemic and in AY2021/22 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.
- During Lockdown 3 all lessons were delivered via Microsoft Teams and the full curriculum remained in place.
- Our Deputy Headteacher has responsibility for the Pupil Premium Strategy and champions the needs of all our disadvantaged students ensuring they all have equal access to the curriculum.
- We employ a number of permanent Learning Support Assistants to support students in accessing the curriculum. We also employ additional specialist staff to support students within our ARB so that they too are able to access the curriculum.
- We provide laptops and tablets to students who need them to ensure curricular access, including specialist equipment for our visually impaired student. We provided 196 devices and 10 wifi dongles to support with Home learning during Lockdown 3.
- We provide external support to those students who need aural or visual support, as well as separate spaces to use where appropriate.
- A member of staff has responsibility for guaranteeing appropriate examination access arrangements.
- Senior Learning Support Assistants have roles as Dyslexia and Autism Champions to ensure optimum access for these students.
- We employ members of staff to champion the needs of Children in Care, Young Carers and those in receipt of Pupil Premium.
- We have introduced a literacy support programme for those students whose literacy levels are limiting their access to the curriculum.
- We have several staff who have TIS or Emotional Literacy training, along with psychologists and a play therapist who provide mental-health support to enable students to access the curriculum successfully.

(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 nothing to raise immediate concern about the progress of students when reviewing against the protected characteristics. The following are known and will be part

of our improvement strategy:

Students from minority ethnicity groups perform similarly to their peers

Progress of girls is higher than the progress of boys

Students with disabilities perform lower than their peers

- Our data shows that children with Education Health and Care plans are making strong progress (confirmed by Ofsted visit, May 2019).
- The progress of disadvantaged students is improving and the Ofsted visit confirmed we are using funds strategically to support disadvantaged students' academic progress.
- **Our school priorities for use of catch-up premium (2019/20) were:**
  - Ensuring that new Year 7 students were fully integrated both academically and pastorally
  - Reducing the gap between those who were able to learn successfully at home and those who were not able to do so
  - Ensuring that students in Years 10 and 11 were able to "fill gaps" rapidly in core subjects
  - Providing social and emotional support to address the effects of lockdown on particular individuals and households
  - Training staff to provide effective remote education in the case of further lockdowns.
- All staff considered the need to apply exceptional circumstances for any Protected Characteristics during the Teacher Assessing Grade process

(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 and tutor sessions on:
  - Anti-bullying
  - Armistice Day
  - Behaviour – respect our environment and community
  - Black History Month
  - Bystander Bullying
  - Children in Need
  - Democracy
  - Diversity
  - Equality and fairness
  - Extremism
  - Freedom and Human Rights
  - Hate Crime
  - HBT Bullying
  - Holocaust Memorial Day
  - Individual Liberty
  - LGBT+ History
  - Mental Health Awareness Week
  - Mutual Respect
  - Not judging on appearances
  - Protected Characteristics

- Refugee Week
  - Resilience and Diversity
  - Respecting differences
  - Safer Internet day
  - The Rule of Law
  - Tolerance
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- Our PSHCE curriculum has included personal development, behaviour and welfare following the statutory guidance and the PSHE Association framework, for example:
    - Barnardo's workshops on the Protected Characteristics
    - Hate crime workshops by Devon and Cornwall police
    - PREVENT sessions delivered by Devon and Cornwall police
    - Year 9 lessons on The Fundamental British Values
    - Institutional racism delivered using external resources
    - Brook deliver sessions on equality and the protected characteristics with a focus on gender identity
    - Tutor sessions Y7-11 covering a unit of work on Celebrating diversity and equality
    - Tutor sessions Y7-11 Covering a unit of work on Rights, responsibilities and British values
    - Part of St Luke's Hospice Compassionate school initiative
  - We work with the Intercom Trust to support our LGBTQ+ community, with two named members of staff leading on this. The Rainbow Collective, an LGBTQ+ group meets weekly.
  - We have achieved three of the six Rainbow Flag Award sections <https://www.rainbowflagaward.co.uk/> and will achieve the full award by Christmas 2022.
  - We promote a fully inclusive TEAM ethos, with emphasis on everyone displaying Teanacity, Empathy, Aspiration and Motivation.
  - We use ClassCharts to help us better track and monitor both positive and negative behaviours. Pastoral Hubs are now used for re-set where the Pastoral Support Assistants work with the young person following a diversity incident.
  - A TEAM Restart Lead works with students at risk of exclusion and with students following an exclusion.
  - We have trained, student Anti-Bullying Ambassadors.
  - The following number of cases of prejudice-based bullying, intimidation, discrimination, victimisation or harassment involving students were reported and investigated:
    - AY2018/19 = 4 cases
    - AY2019/20 = no cases
    - AY2020/21 = 8 cases (this increase in number is a result of our improved tracking and education programme)
    - AY2021/22 = 4 cases

**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 (Psychology Associates and SENDCo training).
- All staff undertook internal training around a 'Language of Respect' which is now being rolled out with students and parents.

(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
  - AY2021/22 = 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 a SEND Governor, a PP Governor and a Governor who oversees Children in Care and Young Carers.
- We have a Governor who attends the Rainbow Collective to hear the voice of the LGBT+ Community.
- 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.
- The Trust Student conference, led by Saltash, had a focus on diversity and differences in or local community, in particular looking at inspiring local leaders such as Luke Pollard.
- Work in this area was curtailed by the pandemic but previously:
  - We ran a Community Ambassador Scheme

- Our Sports Leaders led the Primary Disability Sport Festival
- We provided a creche for young children to enable access to Parents' Evenings

Virtual events, brought about by the pandemic, enabled more access for parents and the wider community. As a result of this, some events will continue to be run virtually.

(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
  - AY2021/22 = no cases