



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 RIG 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 have recently reviewed our novel study and talk for writing book spine to ensure that there is a wider range of representation both in the authors chosen and in terms of the concepts studied by children. In 2024-2025 we will continue to include 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. • In the afternoons we teach a thematic, knowledge and skills based curriculum which incorporates a range of different foundation subjects (e.g. Art, Music, History, Geography and Science). Equality and Diversity themes are regularly included within this curriculum- for example, children in Y5 learn about inspirational children and their achievements in their English lessons: <ul style="list-style-type: none"> ○ The work of Greta Thunberg to inspire our children to write climate charters ○ The work of Melati and Isabel Wijsen (Balinese girls) to write letters to the local community about the importance of a plastic free Newquay. • 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 academy. 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.
<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. On Mondays (Y5 and Y6) and Wednesdays (Y3 and Y4) we deliver assemblies using the picture news assembly resources found here https://www.picture-news.co.uk/

	<ul style="list-style-type: none"> • Whole 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- for instance at the start of the covid pandemic we held specific assemblies to share the work of Marcus Rashford and his campaign for no child to go hungry during the national lockdown • Themes included generally in the last 12 months were 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"> • Reporting showed an increase in incidents of prejudice related behaviour towards children with autism. As a result we held a staff training session to increase understanding of the traits of a particular strand of ASD, held two assemblies to raise awareness across the academy of the needs of different children, worked specifically with one class to include 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>	<ul style="list-style-type: none"> • Specialist advice was sought from organisations such as The Wave Project and BF Adventure with regards to provision for children with SEND. • Annual parental questionnaire includes questions about how safe pupils are at academy and how welcomed parents feel. This year, as a response to the covid pandemic an additional question was included about whether parents felt part of the academy community despite the lockdown and how parents/carers felt they were coping at home. • Questions on how welcome and safe children feel at academy are included in the annual pupil questionnaire. • Pupil academy council meetings are held monthly. Children are 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"> • Weekly attendance at BF Adventure sessions and The Wave Project sessions for identified pupils with SEND.

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| | <ul style="list-style-type: none">• 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. |
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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 thematic, knowledge and skills based curriculum
- End of KS2 data including specific data for those in protected characteristic groups where appropriate or such data is available

<https://newquayjunior.net/policies/>

<https://newquayjunior.net/curriculum/>

<https://newquayjunior.net/sats-results/>

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 academies.

- Charging and Remittance Policy
- British Values Policy

<https://celtrust.org/governance/policies>

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

<https://celtrust.org/governance/policies>

Our Equality Objectives (September 2021- July 2025)

Objective One	To increase access for pupils with SEND to the academy curriculum
Objective Two	To Improve access to the physical environment of the academy for pupils with SEND
Objective Three	To continue to develop the tolerance of what makes members of our community different. 'Together, we are one community who care, respect and understand one another.'

Action Planning (2024-2025)

	Planned Actions	Date to be completed by	Review/Monitoring
Objective One	Create a calm, low sensory inclusive space for sensory breaks so that pupils are more able to access the academy curriculum.	July 2025	Progress towards this action will be reviewed and monitored on a termly basis by the Senior Leadership team.
	Train staff in the use of Makaton so that they are sufficiently equipped to communicate the academy curriculum for pupils with Downs Syndrome.	December 2024	Progress towards this action will be reviewed and monitored on a termly basis by the Senior Leadership team.
	Continue to meet the training needs of all staff so that they are able to meet the speech and language needs of new pupils transitioning to Newquay Junior Academy.	Sept 2024 and ongoing	Progress towards this action will be reviewed and monitored on a termly basis by the Senior Leadership team.
	Work collaboratively with IT services to provide specialist equipment for individual pupils so that they make maximum progress and have wide access to the curriculum.	Sept 2024 and ongoing	Progress towards this action will be reviewed and monitored on a termly basis by the Senior Leadership team.
	Continue with Cognitive Load Theory training so that teaching pedagogy uses strategies that enable ALL pupils to remember content long term. This will include: <ul style="list-style-type: none"> • Breaking the curriculum into small steps • Identifying individual and group steps in curriculum planning • Revisiting learning so that it transferred from the working memory to the long term memory 	Sept 2024 and ongoing	Progress towards this action will be reviewed and monitored on a termly basis by the Senior Leadership team.

Objective Two	Deliver staff meetings and class assemblies to ensure all pupils and staff are aware of how to play and move safely around identified pupils.	Sept 24 and ongoing	Progress towards this action will be reviewed and monitored on a termly basis by the Senior Leadership team.
	The Health and Safety coordinator will work alongside key workers to: <ul style="list-style-type: none"> Educate identified pupils of the site risks in and around the academy. 	Sept 24 and ongoing	Progress towards this action will be reviewed and monitored on a termly basis by the Senior Leadership team.
	The Health and Safety coordinator will work alongside the Trust Estates Team to ensure all room entrances and exits are accessible to all pupils. This will include careful consideration to: <ul style="list-style-type: none"> Doors Ramps Platforms Handrails Paths Fire exits Steps – clearly marked Lifts 	Jan 2024 and ongoing	Progress towards this action will be reviewed and monitored on a termly basis by the Senior Leadership team.
	The Health and Safety coordinator will work alongside the Trust Estates Team to ensure those with disabilities always have adequate space to park. This will include: <ul style="list-style-type: none"> The provision of extra disabled/reserved parking adjacent to the existing parking. Repainting existing markings and improving signage. 	Dec 2024	Progress towards this action will be reviewed and monitored on a termly basis by the Senior Leadership team.
	Update provision for accessible toilets in all areas to ensure that all pupils do not need to move far from their own classroom to use the toilet.	Jan 2024 and ongoing	Progress towards this action will be reviewed and monitored on a termly basis by the Senior Leadership team.
	The Health and Safety coordinator will work alongside the Trust Estates Team to carry out a full review of the academy site so that all pupils have maximum possible independence in moving around the academy. This will include a review of: <ul style="list-style-type: none"> Door opening and closing mechanisms Doors – these are too heavy for some pupils to open. 	Jan 2024 and ongoing	Progress towards this action will be reviewed and monitored on a termly basis by the Senior Leadership team.

	<ul style="list-style-type: none"> • Taps so that they can be used by all pupils. Update taps in all classrooms for children with limited dexterity, grip and strength. • Gates so that they can be more easily opened and safer for pupils and their families. 		
	The Health and Safety coordinator will work alongside the Trust Estates Team to carry out a full review of the furniture and equipment so that all pupils can access the curriculum in all areas of the academy.	Jan 2024 and ongoing	Progress towards this action will be reviewed and monitored on a termly basis by the Senior Leadership team.
Objective Three	<p>Review our academy offer and ensure that:</p> <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. 	December 2024	Progress towards this action will be reviewed and monitored on a termly basis by the Senior Leadership team.
	<p>Following the completion of the carefully planned and sequenced academy RSE curriculum, monitor the delivery and effectiveness of the curriculum by:</p> <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 every July there after	Progress towards this action will be reviewed and monitored on a termly basis by the Senior Leadership team.
	Continue to hold class 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"> • Created a calm, low sensory inclusive space for sensory breaks so that pupils are more able to access the academy curriculum. • Trained staff in the use of Makaton so that they are sufficiently equipped to communicate the academy curriculum for pupils with Downs Syndrome. • Continued to meet the training needs of all staff so that they are able to meet the speech and language needs of new pupils transitioning to Newquay Junior Academy. • Worked collaboratively with IT services to provide specialist equipment for individual pupils so that they make maximum progress and have wide access to the curriculum. • Continued with Cognitive Load Theory training so that teaching pedagogy uses strategies that enable ALL pupils to remember content long term. This will include: <ul style="list-style-type: none"> ○ Breaking the curriculum into small steps ○ Identifying individual and group steps in curriculum planning ○ Revisiting learning so that it transferred from the working memory to the long term memory 	<ul style="list-style-type: none"> • Calm, low sensory inclusive space for sensory breaks created and as a result our monitoring tells us that there is an increase in the number of pupils accessing the academy curriculum • Key members of staff have received training and more staff are to receive training in the future • Key members of staff have received trust wide training and more staff are to receive training in the future • Specialist equipment such as laptops, clicker hardware and tapestry have been provided. As a result our 2023 end of Key Stage 2 outcomes tells us that our pupils achieve either in line with or above their national peers • All staff have received CLT training and will continue to do so over the coming years. As a result of this training our 2023 end of Key Stage 2 outcomes tells us that our pupils achieve either in line with or above their national peers
Objective Two	<ul style="list-style-type: none"> • Delivered staff meetings and class assemblies to ensure all pupils and staff are aware of how to play and move safely around identified pupils. • The Health and Safety coordinator worked alongside key workers to: <ul style="list-style-type: none"> ○ Educate identified pupils of the site risks in and around the academy. • The Health and Safety coordinator worked alongside the Trust Estates Team to ensure all room entrances 	<ul style="list-style-type: none"> • Staff meetings and assemblies have taken place. As a result there has been a decrease in the amount of recorded incidents on CPOMS • Identified pupils all have risk assessments which are regularly reviewed and shared with pupils • The Health and Safety coordinator has worked alongside the Trust Estates team to improve accessibility to the playground and classrooms. This will continue over the coming years

	<p>and exits are accessible to all pupils. This included careful consideration to:</p> <ul style="list-style-type: none"> ○ Doors ○ Ramps ○ Platforms ○ Handrails ○ Paths ○ Fire exits ○ Steps – clearly marked ○ Lifts <ul style="list-style-type: none"> ● The Health and Safety coordinator worked alongside the Trust Estates Team to ensure those with disabilities always have adequate space to park. This included: <ul style="list-style-type: none"> ○ The provision of extra disabled/reserved parking adjacent to the existing parking. ○ Repainting existing markings and improving signage. ● Updated provision for accessible toilets in all areas to ensure that all pupils do not need to move far from their own classroom to use the toilet. 	<ul style="list-style-type: none"> ● The academy has provided an extra disabled/reserved parking adjacent to the existing parking. The academy has also repainted existing markings and improving signage. Parent feedback has informed us that this has improved ease of parking ● The academy now has accessible toilets that are close to the classrooms in the year 3, Year 4 and year 5 area. This still needs to be improved in the Year 6 area.
Objective Three	<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