

Public Sector Equality Duty – Update of Progress Against Our Objectives – AY2019/20

The following is the progress that **Saltash Community School** has made from January 2018 to the end of academic year 2019/20:

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 the Achievement for All Partnership (up to July 2020), and for ensuring that all students have equal access to the curriculum.
- We employ 11 Learning Support Assistants (4 in Mainstream, 3 in our STAR Centre where students needing additional support are extracted from lessons, and 4 (3.5 FTE) in our Area Resource Base to meet the needs of students who have complex needs) to support students in accessing the curriculum. (AY2018/19) In AY2019/20 the deployment of the LSAs was 5 in mainstream, 3 in the ARB and 3 in the STAR centre.
- We provide laptops and tablets to students who need them to ensure curricular access, including specialist equipment for our visually impaired student.
- 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.
- Two Senior Learning Support 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 and Young Carers.
- We have recently introduced the Certificate of Personal Effectiveness, a Level 1 qualification to meet the needs of a small group of learners.
- We have adapted our KS4 curriculum to better meet the needs of some students by providing a 'Study Plus' option.
- We have 19 students following a 'Build up' programme to develop students' growth mindset and self-confidence.
- We have several staff who are TIS or ELSA trained, along with a psychologist who provides mental-health support in order to enable students to access the curriculum successfully.
- We are continuing to work with professionals and external agencies to support SEND students

During 'lockdown' lots of measures were put in place to ensure that all students had equal access to the curriculum:

- Laptops were provided to students who did not have access to a device at home
- Hard copy resources were delivered to students who did not have internet access
- Members of the SEND team carried out welfare checks for the SEND students
- All SEND returns were made each week in line with statutory expectations

(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, 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.
- The catch-up funding is used well for reading and writing in Year 7. (Up to July 2020)
- 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.
- We have carried out an assessment review and new procedures will be implemented in the AY20-21 ensuring we are analysing robust data and taking appropriate action where required.

(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 (led by Student Council)
 - Anti-bullying
 - Hate Crime
 - Exercising empathy and compassion
 - Guest speaker – Reverend Michelle Parkman, supporting each other
 - School council: Motivation to change
 - Respecting differences
 - Equality and fairness
 - Not judging on appearances
 - Individual Liberty
 - Mutual Respect
 - Christmas and Tolerance
- Our PSHCE curriculum has included personal development, behaviour and welfare:
 - Part of St Luke's Hospice Compassionate school initiative
 - LED band anti-bullying workshops
 - Hate crime workshops by Devon and Cornwall police

- A community volunteering credit scheme
 - Brook sessions on sexual health and relationships for Year 7, 8 and 9
 - Lessons delivered in KS3 about dealing and supporting with bereavement
 - Use of Stonewall resources to deliver lessons on LGBTQ inclusive behaviours
 - To mark National Holocaust Memorial Day, all of year 8 took part in the Devon & Cornwall police National holocaust memorial competition
 - Session and debates on Black Lives matter
 - Year 8 Brook sessions on online behaviours and the law
 - Year 9 sessions delivered by Barnardo's on Healthy behaviours
 - Prevent sessions by Devon & Cornwall police supporting the lessons on British values
- We work with the Intercom Trust to support our LGBTQI community.
 - We promote a fully inclusive TEAM ethos. We have purchased ClassCharts to help us better track and monitor both positive and negative behaviours. A system of 1-2-1 restorative conversations is now in place and having a positive impact. The student leadership team is driving forward our TEAM ethos.
 - We have trained student Anti-Bullying Ambassadors.
 - Our Sixth Form students have been trained in British Sign Language as part of their General Studies programme.
 - 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 = 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 (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 = 1 case

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 provide a crèche for children to enable access for parents to Parents' Evenings.
- Our Sports Leaders lead the Primary Disability Sport Festival.
- We have run a Community Café to garner the views of the local community.
- We have run a 'Cooking with Parents' initiative (sponsored by Waitrose) to reach out to some of our hard-to-reach parents.
- We have run a series of 'How to Talk to your Child About...' sessions supported by community partners such as Yzup and XenZone.
- We have established an early morning 'triage' system with community partners (The Core, Junkyard, Livewire and Saltash Baptist Church).
- We have established a Parents Forum to strengthen our links with the parent community.

(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