Public Sector Equality Duty

Meeting our Responsibilities under the Public Sector Equality Duty

Our school takes it 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 the 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 core values are Collaboration, Aspiration, Respect and Empathy.

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 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.

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 (2019-2021)	All staff, on induction and regularly thereafter, complete an iHASCO online learning unit in Equity 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. 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 Safeguarding team reviews the number of incidents annually.
How does our curriculum promote tolerance, friendship and understanding of a range of religions and cultures?	At Brannel School, we are committed to promoting equality and diversity through our Personal, Social and Health Education (PSE) curriculum and wider school provision. Students are supported to explore themes of identity, difference and inclusion in a safe and respectful environment, developing empathy, understanding and respect for others. Through planned lessons, students learn about all protected characteristics in an age-appropriate way, encouraging open discussion and critical thinking. Our curriculum has been carefully reviewed to ensure it reflects a diverse range of voices and experiences. Across subjects, students engage with authors, texts and case studies from a variety of cultural, religious and social backgrounds, including BAME, LGBTQ+ and female perspectives. Themes explored include disability, different family structures such as fostering and adoption, refugee experiences, and beliefs and traditions from a range of faiths. Equality and diversity are embedded across the curriculum and not taught in isolation. Subjects such as English, History, Religious Education, Art and Music provide opportunities for students to explore representation, challenge stereotypes and understand the impact of inequality in society. In addition, project-based learning enables students to consider deeper questions about the role of equality in the modern world and how individuals can contribute to positive change.

	This work is further supported by assemblies, enrichment activities, student voice opportunities and a strong pastoral system, ensuring that equality and diversity are central to the ethos of the school and that all students feel valued, respected and included.
How do assemblies address these issues and foster good relations between people with different characteristics?	Assemblies at Brannel School play a key role in promoting equality, diversity and inclusion, and in fostering positive relationships between students of different backgrounds and characteristics. Through a planned programme of assemblies, students explore themes such as respect, tolerance, identity and belonging, as well as key awareness events including Black History Month, Pride, Holocaust Memorial Day and Anti-Bullying Week. These assemblies provide opportunities to celebrate diversity, challenge stereotypes and address prejudice in a safe and inclusive environment. Assemblies often incorporate student voice, guest speakers and real-life case studies, helping to deepen students' understanding of different lived experiences and perspectives. They encourage reflection and discussion, supporting students to develop empathy and respect for others, regardless of their protected characteristics. By reinforcing key messages from the PSHE curriculum and wider school values, assemblies help to create a shared understanding across the school community. This consistent approach supports the development of a culture where differences are respected and celebrated, and where all students feel a sense of belonging and are encouraged to contribute positively to school life.
Have there been any specific initiatives in the last 12 months targeting different groups within the school?	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.
How have we consulted with our stakeholders about these issues in the last 12 months?	At Brannel School we are taking part in a Parental Engagement Framework, which is supported through Cornwall Council. We sent out a parent questionnaire in March 2026, and this will form part of a listening campaign.

	Staff were also questioned in March 2026.
Actions taken as a result of this consultation:	This will be an action for April/May 2026.

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: Anti-Bullying Policy Safeguarding Policy Behaviour Policy Knowledge Organisers showing a break-down of our Project Based Curriculum End of KS2/ GCSE/A-Level data including specific data for those in protected characteristic groups where appropriate or such data is available
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. 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 2025- July 2028)			
Objective One	To ensure consistently inclusive teaching across the school. Close the attainment gap between advantaged and disadvantaged children.		
Objective Two	To ensure all staff have an increased confidence in challenging inappropriate comments and beliefs.		
Objective Three	Promote and improve the representation of people of different ethnic groups and disabilities in children's books so that all children read a range of books that reflect them and their wider communities.		
Action Planning (2026-2027)			
	Planned Actions	Date to be completed by	Review/Monitoring
Objective One	All vulnerable and SEND children are identified in all classes. Termly Pupil Progress meeting with teaching to look at targeted children to ensure interventions are closing the gaps.	Ongoing March 26	Progress towards this action will be reviewed and monitored on a termly basis by the Senior Leadership team.
Objective Two	Fully embed the CELT positive Behaviour Policy and 'Ready, Respect, Safe' mantra into school. Ensure all staff always know and adhere to the policy. Embed the CARE Values across the school, continue to embed the Safeguarding culture so that everyone takes responsibility, acts when necessary and understands low level concerns. Develop 'aspirations and Inspirations' week. Following the completion of the carefully planned and sequenced academy RSE curriculum, monitor the delivery and effectiveness of the curriculum by:	Ongoing July 2026 Ongoing CPOMS analysis half termly	Community Champions will begin to listen through this lens. Progress towards this action will be reviewed and monitored on a termly basis by the Senior Leadership team.

	• Monitoring teaching • Pupil conferencing Monitoring CPOM entries to analyse statistical information about the protected characteristics.		
Objective Three	To continue to ensure all new staff joining the school complete the iHasco Equality and Diversity online learning unit. Build on last year's equality and diversity training with regular updates focussed on terminology and modelling of behaviours. Create a safe environment where inappropriate language and terminology can be challenged without prejudice. Develop a better understand of protected characteristics within the school community.		All current staff are up to date with their training. All newly employed staff to complete training within the first 2 weeks of employment Staff straining on being Inclusive and use of language – reporting on CPOMS
Review of previous progress towards these objectives			
	Actions completed	**Impact of these actions**	
Objective One	To monitor and analyse pupil achievement by race, gender, social economic background or disability and act on any trends or patterns in the data that require support for pupils.	Data analysis has showed the gaps between vulnerable and non-vulnerable pupils, SEND and gender. This work will be ongoing in the next year.	

Objective Two	Build on last year's equality and diversity training with regular updates focussed on terminology and modelling of behaviours. Create a safe environment where inappropriate language and terminology can be challenged without prejudice.	All staff are trained and up to date Reduction in CPOMS categories have supported the recording of incidents. Reduction on use of homophobic language across the school. Continue to embed this target
Objective Three	To review levels of parental and pupil engagement in learning and in school life, across all activities to ensure equality and fairness in access and engagement	Parent engagement has improved through the use of parental forums. School attendance has improved because of better communication and that the parents feel they can talk to school through Parental Framework. Increasing our enrichment offer has improved links to community. Student voice raises an improvement in positivity towards school. School and parent charter around communications has developed.