

## Single Equality Audit

Devoran School subscribes to the Cornwall School's Single Equality Scheme (CSSES) and has taken the following actions to uphold its commitment in meeting the aims of the policy.

Equality Strand	Recent Actions taken	Impact
Race/community cohesion	<ul style="list-style-type: none"> <li>• Teaching and learning committee meet termly and community cohesion is a standing item on the agenda.</li> <li>• A working party (L Gardiner, C Cockcroft, S Eva and S Seddon meet termly and organise the following events to promote CC:</li> <li>• Regular coffee morning every month for all parents and related members of wider community.</li> <li>• Teaching and Learning governor revised volunteer policy and sent out a letter to parents encouraging them to offer time to support classes and to indicate whether they had a specialism that could be useful to the school.</li> <li>• Once a term open afternoons where parents are invited to join in their children's lessons.</li> <li>• When possible visitors that represent ethnic minorities are invited into school e.g. Immigrant Nepalese residents from local community made two visits to Year 4 to talk about Nepalese traditions and customs. Year 5/6 had a Greek workshop day with</li> </ul>	<p>The school has a timetabled plan of community events at the start of the year so that parents and other members of the community have plenty of notice about forthcoming events.</p> <p>The school has 7 parents/members of the community that provide voluntary support in the school every week and many parents that visit on a less regular basis to support with general learning enabling children to make faster progress.</p> <p>Work produced by children taught with the support of a 'specialist' (e.g. art lecturer from Tremough Campus) has been of a high standard.</p> <p>Children and their parents have developed positive relationships with the visitors and have a better understanding of Nepalese culture.</p> <p>Parents and other members of the</p>

	<p>Greek parent.</p> <ul style="list-style-type: none"> <li>• Class assemblies by every class each term.</li> <li>• Stay and Play</li> <li>• Sports day revised to include parents in family teams.</li> <li>• Swiss student employed on 2 week work experience carrying out a mini project with Year 3.</li> <li>• Productions, Beetle Drive, Christmas and Summer Fayres all open to whole community.</li> <li>• All classes produced creative work to be entered in community flower show displayed in village hall and then school during open evenings for viewing.</li> <li>• Year 6 children take part in City of Lights parade in Truro.</li> </ul>	<p>community feel that the school is a welcoming and integral part of the community.</p>
<p>Religion and Belief</p>	<ul style="list-style-type: none"> <li>• Open the Book group every other Thursday.</li> <li>• Marten Holmes and Wendy Burrows (practising Christians) once a term each.</li> <li>• Parent - Mr Shaw (practising Jew) visited Y3 to talk about Passover.</li> <li>• Year 4 had a Hindu day at camp.</li> <li>• Jenny Collins visited Class 4 to talk about work distributing bibles in Cambodia.</li> <li>• Quenchwell chapel (local Muslim Community centre) approached to make a link with the school.</li> <li>• Choir sang at local church fete.</li> </ul>	<p>Children have a good understanding of other religious beliefs and customs.</p> <p>Children leave the school without prejudice towards other religions.</p> <p>Children more aware of different denominations of Christianity and develop</p>

	<ul style="list-style-type: none"> <li>• Harvest festival held at Methodist chapel and local C of E church on two year rotation.</li> </ul>	respect for religious places of worship.
Sexual Orientation	<ul style="list-style-type: none"> <li>• Christopher Winters scheme adopted and SRE policy revised – same sex relationships referred to throughout the scheme.</li> <li>• During anti-bullying week and throughout PSHE lessons teacher’s invest time to ensure that children understand that words such as ‘gay’ are not to be used inappropriately as derogative terms.</li> <li>• Two Speakeasy courses have been run by the school.</li> </ul>	<p>From Year 4 onwards children are taught about same sex relationships and develop an acceptance of differences in sexual orientation through open discussions. Children leave the school without prejudice towards people with different sexual orientations.</p> <p>Parents that took part in the Speakeasy course claimed they felt more enabled to discuss sensitive issues with their children.</p>
Disability	<ul style="list-style-type: none"> <li>• The school has been extensively modified for visual impaired so that boundaries between surfaces are distinct due to contrasting colour schemes.</li> <li>• 1:1 TA support is provided for children with a statement for disability. All staff are aware of children with major or slight disabilities and several have received training to lead schemes such as Fun Fit and Leap into Life.</li> <li>• Penhaligon’s friends visited school to help staff and pupils deal with bereavement and gain a better understanding of cancer.</li> </ul>	<p>The school provides a safe environment for children with physical disabilities. All children are given opportunities to participate in physical activities in school and as extra-curricular activities. Children with physical disabilities have made academic progress that is above or in line with that of their peers. Better support network for a family dealing with bereavement.</p>
Gender	<ul style="list-style-type: none"> <li>• Progress and attainment of boys and girls analysed termly and intervention put into place where necessary.</li> </ul>	Data analysis has shown that there is a significant difference between the percentage of boys and girls achieving

	<ul style="list-style-type: none"> <li>• The school promotes the involvement of boys and girls in activities that often involve gender stereotyping.</li> </ul>	<p>above average expectations in writing and maths. This forms the basis for one of the action plans on the school development plan.</p> <p>All school sports teams are of mixed gender.</p> <p>Girls successful in stereotypically male sports – girls won football league in 2012 and were second in 2013.</p> <p>50% of Rugby team girls – won plate 2013.</p> <p>Two boys in netball team.</p>
Age	<ul style="list-style-type: none"> <li>• School provides extra-curricular activities for both KS1 and KS2.</li> <li>• Opportunities to be involved in events e.g. sports events, poetry festivals etc. decided by ability rather than age group.</li> <li>• Reading Roundabout is timetabled once a week where KS2 children read with children from KS1 classes.</li> <li>• Year 5 and 6 children act as mentors for younger children through Huff and Puff and Sparkling Stars.</li> <li>• Use of outdoor space and library/ICT suite during lunchtime and breaks based on a rotation to ensure all year groups have access.</li> </ul>	<p>All children irrespective of age have the opportunity to participate in extra-curricular activities with a high take up rate for KS1 clubs.</p> <p>Children from all year groups except Foundation have represented the school in inter school activities.</p> <p>Older children in the school have a caring attitude towards their younger peers.</p>