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| **Equality Objectives 2022 – 2024 (Appendix B to Equality and Diversity Policy)** | | | | |
| **Objectives/**  **Intent** | **Responsible** | **Activities / training implications / resources / costs / time**  **Implementation** | **Time Frame** | **Success criteria / monitoring / evaluation / Impact** |
| 1. To teach and promote anti-racism throughout all aspects of school life. | SLT  Helen Parker  Subject leaders | * SLT to book training with the Ethnic Divrsity team. Training to be accessible to all staff, (not just teachers). * Parent voice how can we help celebrate your culture? Chinese New Year, Eid day is this a good idea?   Develop means of asking parents about upcoming cultural/religious celebrations, eg note on newsletter, Google Forms question sent out   * Helen to look at RE curriculum to allocate a class to visit a Mosque, synagogue, church temple as appropriate - * All subject leaders to check that Anti-racism is threaded through the curriculum in terms PSHE lessons, assemblies, use of texts, images and promoting black history. Content must include links to our local community in Cheadle and the children’s interests (e.g. Stormzy); not just famous black people from history such as Martin Luther King. * Children will be taught key vocabulary such as micro-aggression and racism. They will understand what the words mean and how to challenge and support each other if things go wrong. | Summer 2023  Annually  Annual curriculum check monitored by Governors in spring 2025  Rainbow flag award achieved 2024  Work towards the Schools of sanctuary award 2024-25 | The whole school community will challenge racism, there will not be incidences of racism or micro-aggression; if there are incidents children/staff will feel confident to challenge, report and support the affected people. |
| 1. Inclusion   2.1 Mainstream SEND  2.2 Resource SEND | SENCO Emily Burke | 2.1 Mainstream SEND   * All children with SEND in mainstream to have a bespoke plan co-constructed with the pupils and parents, pupils and parents view to underpin the adjustments and provision for each child. Staff meeting time led by Emily Burke will both monitor and ensure that plans are of the highest standard and that they ensure the best possible outcomes for children with SEND. * External support such as SALT, OT CAMHS etc to be provided on a needs led basis. * All trips, events, and enrichment must be inclusive of all children – or they will not be approved by SLT and Governors.   2.2 Resource Provision SEND   * All the above points apply to all children in resource with the addition of resource children being included with their mainstream peers in lessons as appropriate to their needs. * All the resource pupils will have a Person Centred Review (PCR) annually where the child, parents, school and associated professionals will review and design education bespoke to each child to ensure the best possible outcomes – for some children this may be primary steps that equate to good achievement for that child. These small steps will be valued and celebrated through work, on displays in school and on our website. | Plans reviewed twice each year.  Termly monitoring of SEND files | All our children will be included fully, adaptations will ensure that all children can achieve. |
| 1. Core values/School motto | The whole school community | * Core values of ‘Respect, Aiming High and Resilience’ and the school motto ‘Be the best you can be’ will underpin all areas of school life inclusive of curriculum development, work in school, displays, the website, trips into the community and beyond. The values and motto will be known and understood by the children and the community and allow school to be inclusive of all the protected characteristics listed in the 2010 Equality Act. | PSHE pupil voice carried out annually by Subject leader  Wellbeing survey carried out termly and analysis leading to interventions | Core values and the school motto will be understood and practised by the school community. |
| 1. Restorative practice | Helen Parker/Sarah Ratcliffe | * Restorative practice will be weaved through the RSE and PSHE curriculum * Restorative Ambassadors will be trained annually (UKS2 children), they will help younger children and their peers to build successful friendships and resolve low level difficulties. | Annual autumn term training | Restorative Ambassadors will be in post |
| 1. Mental health   51. Mental Health and well-being,  5.2 feeling safe at home,  5.3 feeling safe in the community,  5.4 feeling safe in school, (anti-bullying audit)  5.5 online behaviour  5.6 Supporting vulnerable children | Helen Parker/Sarah Ratcliffe/SLT | * 1. Teachers to carry out well-being survey, this is used to identify children who have low mood. Sarah Ratcliffe to provide appropriate interventions dependent on need.   2. Children are taught how to tell adults if they are not feeling safe at home, regular circle work, PSHE and RSE lessons (twice weekly) will equip children with how to get help.   3. Children will feel confident during their RSE/PSHE lessons to disclose difficulties in the community – school will support families beyond the school through housing support, TAS meetings, food bank, anti-social behaviour support as needed.   4. Sarah Ratcliffe and SLT will carry out monthly scrutiny of the behaviour files to look for patterns and children who need support, (both victims and bullies). The Anti-bullying policy will be reviewed annually and pupil voice will be gathered authentically so that the right support can be given to children and their families.   5. CPOMs to be used to filter bullying or wellbeing concerns   6. Through computing, PSHE/RSE children will be taught how to stay safe on the internet, this will be enhance by the whole school taking part in an annual safer internet day and with parent workshops so that parents are well informed about how to support their children.   7. Time given for displays etc. during INSET   8. Staff have stress risk assessments as needed and referrals to counselling as needed   9. Staff to explore an exercise class   10. Time to embed new initiatives such as KAPOW and the new writing scheme | Wellbeing survey carried out termly and analysis leading to interventions  PSHE themes reviewed in each summer term  Monthly review  Monthly review  Safer Internet day spring term  Anti-bullying week autumn term  See planning matrix for other themed times | There will not be exclusions or crisis behaviour, children will feel safe and have good learning behaviour. |
| 1. Parental partnerships | Sarah Ratcliffe/SLT | * Class assemblies, school events to promote community cohesions will be arranged throughout the year, including virtual events. * Weekly newsletters, the website, emails and class dojo will be used to communicate effectively with parents. * Transition to school – new families will be welcomed into school with a tour and introductions, they will be told about the ‘Ladybridge family’ approach that we have here, how we value our diverse cohorts and stand up for all. * Sarah Ratcliffe will support parents through workshops, liaising with professionals, leading interventions, such as ‘Parenting Anxious Children’. This will help school to foster positive relationships with families. * Stay and learn events such as promoting DEAL strategies with parents | One per year each class in the spring term  Monthly drop in with the school nurse  Summer term annually | Parents will value school and understand that their children are safe, included and happy in school |
| 1. Celebrating diverse identities in school – challenging homophobic language and ideas. | Helen Parker/Sarah Ratcliffe/SLT | * RSE and PSHE lessons will actively teach children about identity and will challenge any homophobic language or behaviour – staff will feel confident in their knowledge. * Staff meeting time will be used to upskill the staff and develop confident quality first teaching * An annual Rainbow day will take place to celebrate our diverse community with pride. * Resources on the ‘Pride Trust’ website will be signposted to staff * The books in our library will reflect our diverse identities positively * Displays around school will reflect our diverse identities. | Annual book purchase to always reflect our diverse world | Children will feel confident to share their identities without shame |
| 1. Children living in poverty | Sarah Ratcliffe/SLT | * All children will be given a high quality PE kit to ensure that poverty is not a barrier to participation in sport. Children will not be asked to contribute to transport for sporting events. * Food boxed will be provided to families through the charity ‘Fresh’ every week, for families with transport issues, these will be delivered. * There will be a ‘No Shame’ culture – following on from the Poverty Proofing audit, school will ensure that no child will be made to feel diminished due to poverty – e.g. free school meal lunches on a school trip, i.e. putting all lunches into identical paper bags so that free lunches do not stand out. Lunches must be good quality. * Where possible school trips will be fully funded, all school staff will be tenacious in trying to source funding streams through charities or other sources. No child will be denied access to a trip because of poverty. * Kindness – no judgment will be made as to why a child is in poverty, support will be offered without strings, including food, breakfast, uniform etc. * Food vouchers will be given as needed to families. * Christmas presents will be sourced and distributed to families living in poverty. | Purchased in the summer term each year ready for the new school year  School trips to be planned so that the cost doesn’t fall in high cost times such as in December or January | Children in poverty will not have less of an education or experience. |
| 1. Transition into school/mobility of children | Sally Pickford/  Katherine Dumenil | * All children will be welcomed to Ladybridge; where there is a barrier such as language for international new arrivals, support through the interpreting service will ensure that the family understand the process. * The school website and class dojo will translate into other languages. * All children and families with any protected characteristics will be welcomed into Ladybridge – adaptations will be used if needed to ensure real inclusion for our community. * Contacting the Ethnic Diversity Service for assessments as needed * Use the interpreting service for phone calls | Timely on entry to school (within 6 weks) | Families will feel welcomed into the Ladybridge family, they will be included in all aspects of school life and be confident to ask for help as needed. |
| 1. Healthy lifestyles – teeth, hygiene, healthy lunchboxes | Tom Bolan-Ashworth/Helen Parker | * Sporting House events throughout the school year in houses, all children participate, tasks differentiated to include all children * Stockport county – change for life groups for children living with obesity or poor health * Science and PSHE curriculum to actively encourage healthy lifestyles and understanding how exercise and a good diet influences healthy living leading to good brain and body development. * EYFS curriculum to develop healthy choices and good hygiene practices right from the start. * Change for life champions | Termly House events  Trained annually | Children will have good health and know how to stay healthy |
| 1. Staff/Governor development/training | Tanya Cross PSHE expert, Natasha Neild Ethnic Diversity, Helen Parker RE lead, PSHE/RSE lead | * Staff meeting time to develop inclusive practice with Ethnic Diversity Service, The Proud Trust, resources such as Stonewall etc. * Governor Training on how school meet the statutory requirements of the 2010 Equality act. * Ethnic Diversity training (Natasha Neild) * RE curriculum training | Governors to book on training on Governor Hub  Spring 2025  Termly training for RE lead |  |
| 1. Act of daily worship | Helen Parker/SLT | At Ladybridge the children know the act of daily worship as the daily refection, the children say it every day.  We have chosen the Millennium Resolution by Peter Trow as it is non-religious. At Ladybridge we have many faiths within our cohorts and the message in the Millennium Resolution allows all staff and children both religious and those without religion to reflect with or without faith; it also fits in with the core values of the school.  Let there be respect for the earth  Peace for its people  Love in our lives  Delight in the good  Forgiveness for past wrongs  And from now on, a new start Rev P Trow 1999  Daily Reflection to be prominently displayed shared every day and used as a focus for discussion around values. | RE lead to use pupil voice to ensure that children know the daily reflection and say it every school day. | The daily act of worship is accessible to everyone and allows for that time of reflection and thought. |
| 1. Safeguarding, | SLT/ Sarah Ratcliffe/EWO | * Weekly safeguarding meeting/supervision for DSLs to ensure that all decisions regarding Safeguarding are in the best interests of the children * Agencies and referrals will be made to ensure that children are safe * The children will always be at the centre of any decisions made by the DSLs in school. * Termly young carers parties and support children who are young carers * Ladybridge is an Operation Encompass school, this allows Pastoral support to take place for families who are suffering domestic abuse * Bespoke support from Sarah Ratcliffe for families in need * Fully funded breakfast club for all vulnerable children to ensure good health and a positive start to the school day * At least termly liaison with EWO to ensure that children with low attendance are supported to improve to at least 95% * Staff will receive at least annual training about the processes and procedures for safeguarding | At least termly  September 2024 and summer 2025 | Children will be safe and feel safe, when things go wrong, support will be quickly given to children and families. |
| 1. Maternity | SLT | * All pregnant and breast feeding mothers will have a risk assessment to ensure that their individual needs are met. * Ladybridge Primary School is a breast feeding friendly school with signage in the main entrance to qualify this. * For recruitment – no person will be discriminated in terms of fair shortlisting, interviewing and appointment due to pregnancy or breastfeeding. The front page of application forms will be removed before the recruitment panel read the supporting information to ensure a fair process. | Ongoing | Pregnant and breastfeeding women’s needs will be catered for |
| 1. Age | Any person on a panel for recruitment of staff | * No person will be discriminated in terms of fair shortlisting, interviewing and appointment due to age. The front page of application forms will be removed before the recruitment panel read the supporting information to ensure a fair process. | Ongoing | Applications will not be rejected or treated unfairly because of age. |