

Equality Objectives 2022 – 2024 (Appendix B to Equality and Diversity Policy)



Objectives/ Intent	Responsible	Activities / training implications / resources / costs / time Implementation	Success criteria / monitoring / evaluation / Impact
<p>1. To teach and promote anti-racism throughout all aspects of school life.</p>	<p>SLT Kim Goodwin Subject leaders</p>	<ul style="list-style-type: none"> • Emma to book training and workshops with Show Racism the Red Card. 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? • Kim 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 	<p>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.</p>

		what the words mean and how to challenge and support each other if things go wrong.	
<p>2. Inclusion</p> <p>2.1 Mainstream SEND</p> <p>2.2 Resource SEND</p>	SENCO Patrick Fenwick	<p>2.1 Mainstream SEND</p> <ul style="list-style-type: none"> • 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. Plans reviewed twice each year. Staff meeting time led by Patrick Fenwick 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. <p>2.2 Resource Provision SEND</p> <ul style="list-style-type: none"> • 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 	All our children will be included fully, adaptations will ensure that all children can achieve.

		<p>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.</p>	
3. Core values/School motto	The whole school community	<ul style="list-style-type: none"> 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. 	Core values and the school motto will be understood and practised by the school community.
4. Restorative practice	Helen Parker/Sarah Ratcliffe	<ul style="list-style-type: none"> 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. 	Restorative Ambassadors will be in post
5. Mental health 51. Mental Health and well-being, 5.2 feeling safe at home, 5.3 feeling safe in the community,	Helen Parker/Sarah Ratcliffe/Emma Hill	<p>5.1 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.</p> <p>5.2 Children are taught how to tell adults if they are not feeling safe at home, regular circle</p>	There will not be exclusions or crisis behaviour, children will feel safe and have good learning behaviour.

<p>5.4 feeling safe in school, (anti-bullying audit) 5.5 online behaviour 5.6 Supporting vulnerable children</p>		<p>work, PSHE and RSE lessons (twice weekly) will equip children with how to get help.</p> <p>5.3 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.</p> <p>5.4 Sarah Ratcliffe and Emma Hill 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.</p> <p>5.5 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.</p>	
<p>6. Parental partnerships</p>	<p>Sarah Ratcliffe/Emma Hill</p>	<ul style="list-style-type: none"> Class assemblies, school events to promote community cohesions will be arranged throughout the year, including virtual events (during the pandemic). 	<p>Parents will value school and understand that their children are safe, included and happy in school</p>

		<ul style="list-style-type: none"> • 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. 	
7. Celebrating diverse identities in school – challenging homophobic language and ideas.	Helen Parker/Sarah Rtcliffe/Emma Hill	<ul style="list-style-type: none"> • 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 	Children will feel confident to share their identities without shame

		<ul style="list-style-type: none"> • Displays around school will reflect our diverse identities. 	
8. Children living in poverty	Sarah Ratcliffe/Emma Hill	<ul style="list-style-type: none"> • 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 boxes 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. • 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. 	Children in poverty will not have less of an education or experience.

		<ul style="list-style-type: none"> • Food vouchers will be given as needed to families. • Christmas presents will be sourced and distributed to families living in poverty. 	
9. Transition into school/mobility of children	Sally Pickford/ Katherine Dumenil	<ul style="list-style-type: none"> • 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. 	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.
10. Healthy lifestyles – teeth, hygiene, healthy lunchboxes	Kim Goodwin/ Patrick Fenwick/Helen Parker	<ul style="list-style-type: none"> • 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. 	Children will have good health and know how to stay healthy

		<ul style="list-style-type: none"> EYFS curriculum to develop healthy choices and good hygiene practices right from the start. 	
11. Staff/Governor development/training	Tanya Cross PSHE expert, Natasha Neild Ethnic Diversity, Kim Goodwin RE lead, Helen Parker PSHE/RSE lead	<ul style="list-style-type: none"> Staff meeting time to develop inclusive practice with agencies such as Show Racism the Red Card, 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 	
12. Act of daily worship	Kim Goodwin/SLT	<p>At Ladybridge the children know the act of daily worship as the daily refection, the children say it every day.</p> <p>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.</p> <p>Let there be respect for the earth Peace for its people Love in our lives Delight in the good</p>	The daily act of worship is accessible to everyone and allows for that time of reflection and thought.

		<p>Forgiveness for past wrongs And from now on, a new start Rev P Trow 1999</p>	
13. Safeguarding,	<p>Emma Hill/ Patrick Fenwick/ Sarah Ratcliffe/Amy Davies/Veronica Tuney EWO</p>	<ul style="list-style-type: none"> • 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 • Regular liaison with EWO to ensure that children with low attendance are supported to improve to at least 95% 	<p>Children will be safe and feel safe, when things go wrong, support will be quickly given to children and families.</p>
14. Maternity	<p>Emma Hill</p>	<ul style="list-style-type: none"> • All pregnant and breast feeding mothers will have a risk assessment to ensure that their individual needs are met. 	<p>Pregnant and breastfeeding women's needs will be catered for</p>

		<ul style="list-style-type: none"> • 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. 	
15. Age	Any person on a panel for recruitment of staff	<ul style="list-style-type: none"> • 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. 	Applications will not be rejected or treated unfairly because of age.