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| **Equality Objectives 2018 – 2021** |
| **Objectives****Intent** | **Responsible** | **Activities / training implications / resources / costs / time****Implementation** | **Success criteria / monitoring / evaluation** **Impact** |
| 1.Ensure that the achievement of identified EAL groups (girls / greater depth / pupil premium / children with multiple barriers) is at the same levels / above that of their peers in school and those nationallyImprove the engagement and participation of particular groups to raise aspirations for all | DM / KI | * Creating opportunities in school through the curriculum and the Career Related Learning strategy
* Year 5 / 6 ‘ASPIRE’ group – Autumn 2019
* Developing Link with relevant High Schools for role models (Levenshulme HS / Whalley Range HS) – mentoring projects
* Links with Universities (MMU / Salford) – mentoring projects
* Developing self-esteem / confidence / aspirations/ working with parents / local community – links with the mosque / changing mind-sets
* Careful tracking of EAL children who achieved 3 at ELG and GD at Year 2 for continued progress rates
* Careful tracking of EAL children who achieved a 2 at ELG and Secure at Year 2 for accelerated progress to GD
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| 2.To further develop the school’s role in promoting community cohesion - maintaining the school as the ‘heart and the hinge’ of the community (Ofsted January 2017) | DM / KI | * ‘One Voice’ celebration – 20th May 2019 / annual event
* Multi-cultural marketplace for parents and children – annual event (Autumn 2019)
* Eid party – annual event
* Assembly themes - weekly
* School Linking Network – Year 5 link with Mellor Primary / School – develop parent link and parallel class link - £500 first class / £450 – second class
* Update Community Cohesion policy
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| 3.Ensuring the school’s core values of ‘Living and Learning Together’ are at the heart of our activities and that the curriculum reflects our inclusive ethos which recognises diversity as a strength of the school | DM / SMcH / KI / SPi / SPh | * Governors / staff / children / families biennial core vison and values visioning activity – 16th July x afternoon activity (classrooms and school hall)
* Develop the ‘Golden Thread’ within the school Curriculum Statement
* Subject Leaders identify the ‘golden thread’ in curriculum policies and development plans
* PSHE curriculum supports further development of an inclusive school
 | Policies and action plans presented autumn 2019 and reviewed annually |
| 4.Promote pupils understanding of identity, diversity community and equalityDevelop a culturally inclusive curriculum which celebrates equality and diversity | DM / SMT / SPi | * Curriculum Review: Intent, Implementation, Impact
* Integrate Modern British Values activities and School Linking Network activities into thematic cycle
* Developing a multi-cultural curriculum / environment – staff meeting 12th June 2019
* Each subject action plan to refer to the need to develop a culturally inclusive curriculum and include school’s core values
* Parliament Week activities – meeting local MP
* Black History Month activities
 | Multi-cultural marketplace Friday 29th November |  |
| 5.Promote effective transition into and from the schoolReview and amend admissions procedures for all pupils and international new arrivals – ensure admissions is a supportive experienceEnsure the children are prepared for life in modern Britain, next stage of learning | DMAdmin teamAll staff involved in transitionactivities | * Initial home visits
* Visits to other settings
* Mouse Club
* Stay and Play sessions with parents
* ‘Terrific Tots’ pre-school and links with Start Well hub
* Team Around the Early Years meetings
* Bilingual support at induction meetings and initial meetings with teaching staff
* Formalise admissions team in school
* Admission meetings for all new arrivals prior to school start
* Information to be gained from and with previous / new settings on admission / transition
* Buddy checklists
* New international new arrivals questionnaire
* Home language translation service for induction process
* Follow-up meeting
* International new arrivals process – pictorial packs
* Support with applying for places at school / high school
* Year 6 Chameleon Project
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| 6.Develop an effective mental health and wellbeing strategy so that pupils are resilient and to support good mental health and wellbeingEnsure school’s approach to mental health and behaviour is part of a consistent whole school approach to mental health and wellbeingProvide a structured school environment with clear expectations of how each individual can support pupilsReview use of SEN and pupil premium resources to provide support for children with mental health difficultiesIntervene early to create a safe and calm educational environment and strengthen resilience before serious mental health problems occur | SPh / ET (G) / CHBSS / HN | * Staff training – raising awareness 16/10/19
* Developing a children’s questionnaire
* Mental Health Awareness Day activities – 10/1/19
* School EHWB strategy
* <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
* Signposting to external agencies
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| 7.Raise achievement of all children through developing partnerships with parents, carers and families | All staffFamily LearningCFW | * Initial home visits – provide early assessment of needs and appropriate interventions
* Mouse club
* Parent and child phonics workshops
* Parent and child ‘Brainbox’ workshops
* Parent SATs workshops
* Reading workshops
* Termly Family Forum
* Preschool weekly activity club ‘Terrific Tots’
* ESOL courses
* Theme visits
* ‘Meet the Teacher’ meetings
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| 8.Improve the provision and achievement for identified groups of pupils to close any gaps between them and their peers: Disadvantaged, EAL, SEN and any other group identified as with a protected characteristic* Develop and implement innovative strategies and high quality first teaching informed by research practice and which reflects the mastery approach
 | SMTPPC - NLSENCO - CH | * Ensure high quality first teaching - Lesson Study focus 2018 /19 - Developing Vocabulary, 2019 / 20 – Writing, 2020 / 21 Long Term Memory / Metacognition
* Allocate additional support / intervention according to need determined by progress rates
* Track progress termly
* Identify barriers to learning
* Deliver specific interventions where necessary
* Enrichment and engagement activities
* Focussed staff CPD
* Utilise expertise from outside school – EDS / LSS / BSS / counselling staff
* Pupil Premium Strategy
* EAL action plan
* SEN action plan
* Termly RAPs
* Poverty proofing audit – 7th / 8th July 2019 – create Poverty Proofing working group
 | RoMsIn-Year progress reportsRAP reviewsSEN support plansEHCP reviewsGoverning Board minutesIn-year review of progress from EYFSP judgement |
| 9.Maintain and extend opportunities for ‘Pupil Voice’ – creating a safe environment where pupils can speak about difficult / controversial issues | All staffCFW | * Weekly ‘Circles’
* EHWB questionnaire x 2 annually
* School council
* Peer supporters
* Worry box
* Friendship benches
* Poverty Proofing Project Summer 2019
* Racism Awareness Project (2019/2020)
* Pupil voice at the end of each theme
 | Pupils tell us that this is a ‘listening’ school |
| 10.Continue to explore the similarities between faiths and practices and then safely exploring differences through the Stockport locally determined RE curriculum | DM / CK  | * Christmas / Easter activities and celebrations
* RE curriculum
* Eid activities and celebrations
* Celebrations from other world faiths
* Visits to places of worship
* School based workshops from different faiths
* Bible Encounter Trust assemblies and Story Trails
* ‘My Stockport Story’ books completed by children
* Displays around school celebrate our inclusivity and diversity
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| ADDITIONAL ACTIVITIES |  |  |  |
| * To maintain the high levels of respect and equality within the school
* Further promote understanding and respect for differences
 | DM | * Review revised LA Anti-Bullying policy
* Complete anti-Bullying Audit with children
* Review Behaviour Policy
* Family Forum – Anti-Bullying and Behaviour Policies
* E-safety events and activities
* Weekly timetabled PSHE
* 3 x ‘drop-down’ PSHE weeks (healthy activity / healthy eating / good hygiene / internet safety / sleep / hate crime / young carers / safety / anti-bullying / etc)
* NSPCC workshops
* Parent Zone workshops
* Stockport County FC
* NK Theatre Kids drama
* LGBT Northwest workshop
* Links with Bamford Close Care Home
* Children to create own protected characteristics poster and display around school
 | Discrimination free school |  |
| * Preparing for the introduction statutory Relationships Education as part of broader PSHE curriculum
 | DM / SPh / NL / KI | * Parent RE workshops
* Puberty workshops
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| * Introduce CPOMs software for monitoring child protection, safeguarding and pastoral and welfare issues – on-line management and recording of child protection, behaviour, bullying and other safeguarding areas of concern
 | DM / KH / SMcH / CH / HC | * DSL / deputy DSL / SENCO / EY staff complete on-line CPOMS tutorial £895
* Summer 2019 – implementation September 2019
* Join Edgeley Cluster CPOMS network
* Begin CPOMS for safeguarding summer 2019 – enter profiles for pupils with up to 3 entries in safeguarding folder
* Archive other safeguarding records and begin CPOMS for all Child Protection, Blue Notes of Concern and Communication Records
* Roll out CPOMS for behaviour monitoring autumn 2019 – whole staff CPD required
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| * Ensuring family support is timely and effective
 | DM / TI  | * 3 x TAS school meeting
* 3 x TAS professional meeting
* 1 x weekly BCLM day
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| * Review scope and role of learning mentor prior to new appointment
 | DM / SMT | * Review job title, person specification and job description for new Learning Mentor
 | Child and family support worker appointed for January 2020 |
| * Maintain our whole school approach to inclusion which reflects our ethos and beliefs
 | CH | * Review Inclusion policies – link to SEN policy
* Review Accessibility Plan
* SEN CPD
* Effective TAs
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