

Equality Objectives 2023-2027

Equality Objective 1

To continually review and adapt the curriculum and resources ensuring children with SEND can access the curriculum, utilising assistive technology and extracurricular activities.

Schools have specific duties under Schedule 10 of the Act to implement plans for pupils with SEND which are aimed at:

- Ensuring all SEND children can participate in the school's curriculum, with appropriate support and scaffolding.
- Improving the resource offer of the school to enable pupils to take better advantage of the education, benefits, facilities and services provided and offered by the school.
- Adapting the delivery to pupils of information which is readily accessible to pupils who do not have SEND.

Why we have chosen this objective:

Both Big Life Schools are located within Greater Manchester. Longsight Community Primary sits in the Longsight neighbourhood which is in the top 11% of deprived wards across the UK. Unity Community Primary, based in Cheetham Hill, is in the top 1% of deprived wards in the UK.

Additionally, both of our schools, developed from the Free School route, experienced a high number of pupils and families either new to the neighbourhood or the UK. As Longsight grew to capacity this has stabilised whereas Unity continues to grow. Another important note for Cheetham Hill is the high number of international new arrivals. The majority of INA are initially located/housed in the Cheetham Hill area. These families often don't speak English, have limited understanding of the UK education system and in some instances any education system.

The link between deprivation and children identified as having Special Education Needs and Disabilities (SEND) is widely reported. Table 1, below, identifies the number of children in each school who are on the SEN register, have a confirmed Early Help and Care Plan (EHCP), and those where an EHCP is in progress. Primary schools receive a notional budget for pupils with SEND, which is to be spent as the school identifies best fit.

Additional funding can be obtained to support children with SEND, which requires application for an EHCP. This process requires partnership working with the child's parent or guardian, for them to agree for the process to commence and working with professional experts such as an educational Psychologist, Speech, and Language therapist to support identification of need. This evidence is then presented to the local authority for consideration. Funding levels vary depending on the need of the child, indicated in Table 2

Big Life Schools appoints a SENDCO across both schools, to co-ordinate delivery and support teachers and support staff enabling them to support children with additional needs. Additional to this includes the appointment of several Teaching Assistant 2s. People in these positions are either identified to support children who require 121 support or require additional support in smaller groups. In Unity this also includes the appointment of an unqualified teacher and Teaching Assistant 3 to co-ordinate support from a nurture room and in class, where required. The investment Supporting Both schools appoint Teaching Assistant 2 positions to support children who require 121 support. This is detailed in Table 3.

Table 1- Children identified with SEND

School	Children on SEND register	Children with confirmed EHCP	Children with EHCP in progress
Longsight Community Primary	25 (12% of pupil roll)	5 (2.3%)	1
Unity Community Primary	70 (19% of pupil roll) 73 (20%)	13 (3.5%)	0
Manchester average	16.7%	2.5%	NA
National Average	13%	2%	NA

Table 2: Forecast notional SEN and EHCP funding for 23-24 academic year.

School	Academic Year funding (£)		
	Notional SEN funding	EHCP (Forecast)	Total
Longsight Community Primary	£135,186.76	£31,200	£166,386.76
Unity Community Primary	£221,947.84	£76,000	£297,947.84

Table 3: School investment to support pupils with SEND

School	Staff (SENDCO, support staff, Family Support Worker)	Costs (SLT, Family Support Worker)	Resources budget	Total	Difference (Income v Spend)
Longsight Community Primary	£158,745 (96%)		£6,000	£148,769	£1642 under income
Unity Community Primary	£280,444		£22,000	£302,444	£4496 over income

To achieve this objective, we plan to:

- Continue to invest resources appropriately, monitoring for impact.
- Improve resources on offer across the school to support pupils to take advantage of the facilities, education and resources offered by the school.
- To support pupils with SEND to access assistive technology when it is required.
- Develop a range of extra-curricular activities for all pupils, monitoring uptake and adapting to improve inclusivity.

Responsibility for leading this objective

Timing – When do we expect to see signs of progress or success?

Headteacher Senior Leadership Team SENDCO Teachers	Review annually. July 2027
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Equality Objective 2

To regularly review the health and well-being of staff, through surveys, appraisal support and 121 supervisions.

We are committed to ensuring the health and wellbeing of our staff and take seriously and act upon any incidents of discrimination, harassment, or victimization. We recognise that employees may be victims or perpetrators. We will take whatever actions we reasonably can to remove barriers to inclusion and to ensure a safe, positive, welcoming, and inclusive environment.

Why we have chosen this objective:

Employees at Big Life Schools can access a range of wellbeing support, including:

- **Employee assist programme (EAP, Life works)** who provide a range of wellbeing resources including financial and legal support and counselling over the phone.
- **Wellbeing passport** – used to support people experiencing any wellbeing and mental health difficulties, understand the impact of difficulties their needs and actions that can be offered to assist them.

- **My Plan:** a tool that enables employee and manager to have a conversation about what can help them be their best at work, what helps them stay healthy, work in agile way and their goals and development plans.
- **8-week Mindfulness course** to learn meditation skills to help cope with difficult feelings and attend to your needs.
- A local **wellbeing champion** who promotes wellbeing tools and activities, gathers feedback about wellbeing and explores what we could do differently.
- **Necessity cupboards** that contain necessities staff might need to help themselves such as tinned food, cereal, toiletries, treats.
- **Staff networks:** access to a range of staff networks with current groups including, LGBTQI+, neurodiverse, menopause, Christian faith, safe space.
- **Cycle to work** scheme saving on average 32% on the cost of a bike
- **Simply Health** payable monthly to get cover for specific health services.
- **Car lease scheme:**
- **Stop smoking support:** supporting staff to stay smoke free with a £60 gift voucher after 6 months.
- **Free eye tests;** every two years and up to £25 off the cost of glasses.
- **Access to work:** support for staff with a physical or mental health condition or disability to support them to stay in work.

All of these are detailed in the Wellbeing Policy and are complimented with a range of family friendly policies including: adoption and fostering, maternity and paternity leave, flexible working, bereavement, and carers.

To achieve this objective, we plan to:

- Conduct, at minimum, annual wellbeing survey across the whole workforce gathering feedback on wellbeing.
- Set up a wellbeing committee to review and continually develop our approaches to wellbeing.
- Identify and train a dedicated employee as a mental health first aider and wellbeing champion.
- Improve on survey findings each year aiming for a minimum of 90% of employees feeling confident of approaching their line manager, 100% of employees aware of wellbeing policy and initiatives, 100% of employees feel confident their manager would support them with mental wellbeing, ensure minimum of 90% of employees feel they can approach SLT.
- Continue to monitor absences and aim to; Reduce number of days lost to sickness across each school, reduce average number of days lost per employee across each school.
- monitor demographics across the recruitment process, HR interventions, training and employment opportunities to ensure that we do not discriminate intentionally or unintentionally against any one group and that we offer opportunities fairly.

Responsibility for leading this objective

Timing – When do we expect to see signs of progress or success?

CEO
Headteacher
Senior Leadership Team
Managers

Annually, through surveys and analysis of key data.

Equality Objective 3

To eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.

We recognise the impact that disrespectful language or behaviours can cause to others. We all have a responsibility to understand our responsibilities to create a safe, positive, inclusive, and welcoming environments, free from discrimination, harassment, and victimisation.

We will support pupils to use and adopt appropriate behaviours and language towards each other.

Our school library is resourced with a wide range of literature available to all children which represents different families, different cultures, different beliefs etc and we need to consider ways to ensure that all children are accessing these books across the school and woven through the curriculum.

Why we have chosen this objective:

Big Life Schools have in place a positive relationships and behaviour policy. This has been in place since.... supporting staff and pupils to adopt, manage and foster positive relationships, behaviours, and language. Both schools had developed their own methods of recording and monitoring behavioural concerns and incidents linked to the policy. On review we have identified that not all approaches were being consistently applied, recorded, and monitored to support how we track trends and monitor impact.

We have recently implemented a new monitoring system across both schools, supporting leaders and teachers on application of the tick and cross system, enabling greater consistency which doesn't undermine the positive reinforcement supporting how we embed and foster a positive, inclusive school environment and address negative behaviours, actions and language used.

By adopting this approach, we aim to provide leaders, governors, and trustees with greater oversight of trends and themes, including mitigations to address concerns. As this is a new way of recording, we are likely to see an increase in reported concerns and incidents initially, reducing over time especially in comparison to future academic years.

We have developed curriculum units for Geography, History, art, DT supporting teachers to deliver a balanced viewpoint to meet the individual needs of the children, linking to our rights respecting gold award. All subjects support children to develop a deep respect for diverse cultures and understand the human right to maintain their own nationality, religion, or culture.

To achieve this objective, we plan to:

- Promote the school's position regarding equality through continuing to choose books for the curriculum that are diverse and celebrate those with protected characteristics.
- Continue to review and monitor the impact of behaviour management systems to support pupils to adopt positive behaviours and language towards each other.
- Monitor, review and discuss incidents related to protected characteristics at governing committees and Trust board.
- Adopt both planned and reactive approaches to foster a culture where all children and staff can speak up and raise concerns when they experience or witness abuse or bullying.
- Provide all employees with access to equality and diversity, anti-racism, and appropriate safeguarding training to continually develop understanding and awareness.

Responsibility for leading this objective

Timing – When do we expect to see signs of progress or success?

CEO
Headteacher
Senior Leadership Team

Reports to governors, Trustees quarterly, reducing incidents year on year.
Annual review of overall objective.