



Equality Scheme Annual Report

Academic Year: 2025-26

We ensure that we review all policies and procedures relating to the Equality Scheme annually and complete a report for Governors and parents.

Our aim is to ensure in all aspects of its work Livingstone Primary School celebrates diversity and challenges discrimination and in doing so has a positive impact on shaping the values of its community and contributes positively to all aspects of social cohesion	
Aspect	Evaluation
<p>Objective 1: Ensure that children are protected from language and behaviours from other children that make them feel uncomfortable (eg. sexualized language and gestures)</p>	<p>This is reinforced through our curriculum when we discuss these issues in PSHE and online safety with the upper KS2 classes. We are currently looking at introducing a new scheme for this Pol-Ed which will cover this well. We are hoping that this will be in place from September and it fully aligns with the revised curriculum.</p> <p>We have clear procedures for when instances occur but this has been less frequent this year, although has occurred. We also know it occurs at times when we don't spot it and rely on being informed by others.</p> <p>We do have occasional instances of children using prejudicial or racist terminology and these are always logged, dealt with seriously and strong action taken. Children are clear this behaviour is not acceptable.</p> <p>Please see log of incidents over last 12 months.</p>
<p>Objective 2: To monitor the achievement and attainment of Disadvantaged pupils to ensure provision matches need and all children make expected rate of progress in literacy and numeracy.</p>	<p>Pupil Progress Meetings are held after each period of tracking at the end of each term and teachers complete an Early Identification Grid which is reviewed at the next pupil progress meeting. This identifies the children who are needing support and what will be done to support them.</p> <p>Tracking is analysed each term for group attainment.</p> <p>Data analysis by group is done at the end of year as this will be the most accurate. Progress rates for groups will also be analysed at the end of the year.</p> <p>PEPs are completed and are detailed to meet children's gaps in learning</p> <p>Pupil Premium spending is planned each year to ensure barriers are overcome and support progress for all children.</p>
<p>Objective 3: To ensure in all aspects of its work, Livingstone celebrates diversity and challenges discrimination and in doing so has a positive impact on shaping the values of its community and contributes positively to all aspects of social cohesion.</p>	<p>Livingstone is a very diverse school in terms of children who have additional needs. This is celebrated and children taught to respect everyone.</p> <p>The RE curriculum includes Christianity, Islam, Hinduism and Judaism and those who have no religious belief. We teach in line with the RE Tameside agreed syllabus.</p> <p>A range of story books which deal with diversity issues and these are available with others in the school library.</p> <p>One of the assembly themes this year has been about equality.</p> <p>In Reception and Nursery, the PSHE scheme 'Think Equal' is used to discuss issues around equality, discrimination, environmental issues and self-identity at an appropriate level through story books. Some of this is reinforced through homework activities.</p> <p>We are hoping to introduce a new PSHE scheme from September across the whole school – Pol-Ed.</p> <p>The school participates and works alongside other primary schools and the local high school as part of the Mossley Schools Partnership. This means that children have the opportunity to work alongside or attend events with children from other local schools thus getting to know others and becoming part of the wider community of Mossley.</p>
<p>Objective 4: To ensure that pupils of all genders</p>	<p>Data will be analysed at the end of the year in terms of gender achievement and progress from this year. All pupils have the same access to the curriculum. Data can be influenced by some year groups where the gender</p>

<p>attain as well as each other and that there is no attainment gap.</p>	<p>split is not close to 50/50. They would all be welcomed into any extra-curricular club regardless of gender. The needs of children and barriers to learning have been identified and any support documented in CCC grids. Assemblies and our curriculum are planned so that we ensure good female role models are visible and pupils of all genders understand that they can have success in a role that they choose. In some lessons we deliberately plan lessons to contradict with stereotypes – eg careers in Y6</p>
---	---