



# **The CARE Federation – Woodland View Junior School**

## **Equality Objectives – Action Plans**

**2025-26**

<b>Identified Concern</b>  Link to Objective 1 (see policy)	<b>Many of our children do not have a broad experience of the world around them including the cultures or traditions of those within and outside of their own race or religion and consideration of their place and possibilities.</b>
<b>Objective</b>	To promote cultural and personal development through a rich range of experiences.
<b>Strategy</b>	<ul style="list-style-type: none"> <li>• Embed Silver Rights Respecting School values across the school.</li> <li>• An enhanced curriculum offer including a full range of visits and visitors instated to enable children to access unfamiliar cultures, traditions and wider experiences first hand</li> <li>• Every opportunity to be taken across the curriculum to demonstrate the positive contribution made by people from all backgrounds</li> <li>• Assemblies to further develop knowledge of the experiences of children from around the world</li> <li>• Inter-house events are used to enhance cohesion of groups across the school.</li> <li>• A steel drum unit will be built into the music curriculum for all year groups as detailed in our Music Action Plan.</li> <li>• Pupils to continue to collect and share child voice through School Council and support charitable fund raising</li> <li>• Embed Career Related Learning which enables children to understand the links between skills taught in school and the world of work.</li> <li>• Continue to embed Bystander training and enhance curriculum provision through the introduction of Pol-Ed resources.</li> </ul>
<b>Lead Person/ Responsibility</b>	Head of School and PSHE lead
<b>Success Criteria</b>	Silver RRSA embedded within policies and practices.

	<p>A full complement from the enhanced curriculum will be experienced.</p> <p>The federation culture, including what is seen and heard, implementation of our policies and agreed practices, will be inclusive and uphold all federation values.</p> <p>Music is used a tool to broaden children's experiences of other cultures.</p> <p>School council meet regularly to discuss issues that are important to them and their school community,</p> <p>Monitoring shows that pupils continue to aspire to a varied range of vocations and will be able to recall and discuss experiences and learning making links to the wider world.</p> <p>Pol-Ed resources are built into the curriculum to develop children's understanding, resilience and willingness to support each other.</p>
<b>Time Scale</b>	Summer 2026
<b>Evaluation</b>	•

<b>Identified Concern</b>  Link to Objective 2 (see policy)	<b>There is a need to strengthen knowledge and skills and improve environments so that we can improve positive outcomes for all children, especially neurodivergent children, so that they achieve and thrive.</b>
<b>Objective</b>	For every staff member to have high expectations and to make full use of available information for every child, regardless of their protected characteristics or needs, to best support them in meeting at least age-expected outcomes.
<b>Strategy</b>	<ul style="list-style-type: none"> <li>• New Federation SENCO is supported to quickly become familiar with pupils, families and processes</li> <li>• Participation in the DfE Pins Project 2025-2026</li> <li>• All classrooms to actively promote diversity through visual images and resources</li> <li>• Secure a viable alternative for our Y6 Life Coach who retired at the end of the summer term</li> <li>• Colleague to successfully complete the National Professional Qualification for SEN and begin to support the SENDCO</li> <li>• Participation in the Key Stage 2 Norfolk Writing Project</li> <li>• Format, accountability and follow-up of Pupil Progress meetings will be strengthened</li> <li>• Work from last year's 'No Silver Bullet' will be embedded</li> <li>• Subject Leads will access VNET professional communities</li> </ul>

<b>Lead Person/ Responsibility</b>	<b>Head of School, SENCO</b>
<b>Success Criteria</b>	<p>Regular supervision meetings take place for our SENCO and they are supported to be impactful in their role.</p> <p>We will promote inclusive school cultures that embrace neurodiversity e.g. School Council, clubs, assemblies, classroom displays.</p> <p>Positive outcomes for neurodivergent students through practical and systematic adjustments.</p> <p>Strengthened collaboration between educators, families and allied professionals.</p> <p>Our 24-25 Life Coach Programme is replaced by an impactful alternative. NPQ SEN completed successfully by our Assistant SENCO.</p> <p>Teachers have a thorough understanding of writing expectations for their year group and standards of writing improve.</p> <p>Pupil Progress meetings are restructured using anew format to dig deeper into the progress of groups and individuals within a cohort.</p> <p>Work from the Silver Bullet project continues and consistency across the school improves as all work towards our core purpose with clarity.</p> <p>Full attendance at professional communities and NPQ events for relevant staff.</p> <p>Engagement with other agencies is high.</p>
<b>Time Scale</b>	Summer 2026
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>•</li> </ul>

<b>Identified Concern</b>	<b>Information on our school website is not accessible and useful to pupils or families, information is not always up-to-date.</b>
Link to Objective 3 (see policy)	
<b>Objective</b>	To establish a virtual environment where all current and future members of the community can equally access our school.
<b>Strategy</b>	<ul style="list-style-type: none"> <li>• To clarify roles and responsibilities for the upkeep of the website.</li> </ul>

	<ul style="list-style-type: none"> <li>• Development of a child-friendly page within our school website containing our child-friendly policies and links to pages to support learning and potential pastoral needs.</li> <li>• Development of pastoral support page.</li> </ul>
<b>Lead Person/ Responsibility</b>	School Business Manager  Head of School
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>• Selected colleagues from across the school staffing structure have delegated responsibility to ensure allocated areas within the website are up to date</li> <li>• The school website has a child-friendly page.</li> <li>• Pupils are aware of the content of the page, and this has been shared with the wider community.</li> <li>• Child-friendly policies are accessible to children within school (via safeguarding website) and virtually (via the website).</li> <li>• Pupils and families are aware of the content within the pastoral page.</li> <li>• Contents are updated at least termly to keep them relevant.</li> </ul>
<b>Time Scale</b>	Summer 26
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>•</li> </ul>