# Spixworth Infant School
# Equality Objectives – Action Plans

# 2019-20

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| **Identified Concern** | **A large majority of our children do not regularly experience the cultures or traditions of those outside of their own race or religion or of different communities within their own race or religion** |
| **Objective** | To promote cultural development and respect for all people through a rich range of experiences |
| **Strategy** | <ul><li>Core Value of Respect and Child Whispering approach to be further embedded in relation to kindness toward each other on the playground</li><li>All classrooms to actively promote diversity through visual images and resources</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 make explicit links to children from around the world</li><li>Silver UN Rights Award to be gained</li><li>School Council to open a used uniform shop once per half term</li><li>Charitable fund raising events to take place termly (Friends to lead with input from children)</li><li>Buddy system to be embedded for children joining the school from the motel (emergency housing)</li><li>Children within vulnerable groups to be uniquely supported (SENDCo to lead)</li><li>Visits and visitors to enable children to experience unfamiliar cultures/traditions first hand</li><li>RE linked visit/visitor to be planned</li><li>Potential for family outreach support through cookery, foodbank or other charitable approaches considered for viability</li></ul> |
| **Lead Person/ Responsibility** | FJ to lead<br><br>All classroom staff to be aware of identified children and their next steps and have the highest expectations for all children's progress |

| Success Criteria | Children will show through their words and actions that they understand what showing respect looks and feels like |
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| | Children will have experienced cultures/traditions outside of their own |
| | Children and families within our school community will feel welcome and supported regardless of their home situation |
| Time Scale | Summer 2020 |
| Evaluation | |
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| Identified Concern | **Fewer boys achieved Greater Depth in Maths than girls at the end of Year 2** |
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| Objective | To diminish the difference between achievement at Greater Depth of boys in Maths compared to girls at the end of Key Stage 1. |
| Strategy | <ul><li>Ensure best practice from past improvement projects (Spelling and Outdoors) are embedded</li><li>Establish high challenge, low threat environments</li><li>All classroom staff to demonstrate high expectations for all children</li><li>Assessment system to be used thoroughly to track progress</li><li>Maths club to focus on targeting higher attaining children</li><li>STEAM projects and a focus on providing regular opportunities for 'tinkering' where boys in particular make purposeful, practical mathematical links are planned</li></ul> |
| Lead Person/ Responsibility | KH (Maths Leader) to lead |
| | All classroom staff to be aware of identified children and their next steps and have the highest expectations for all children's progress |
| Success Criteria | There will be no gender gap between boys and girls who attain greater depth in Maths in KS1 |
| Time Scale | Summer 2020 |
| Evaluation | |
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| Identified Concern | Some physical access arrangements around the school are low quality |
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| Objective | To establish a physical environment where all current and future members of the community can equally access our school |
| Strategy | • Improve signage including at the intercom and internal directional signage<br>• Install contrasting colours to handrails, slopes, steps etc to support visual access<br>• Create disabled parking bay<br>• Provide training for relevant staff linked to accessibility arrangements<br>• Draft a template agenda for a meeting with any future parent/child with specific access needs to ensure timely discussion and reasonable adjustments<br>• Complete a library and classroom audit to identify where provision is strong and where it can be improved for example through the promotion of the positive impact of disabled persons on the wider world or the provision of alternative texts (braille, large print etc)<br>• Plan to further improve key areas including disabled toilet/changing area (to include child-friendly wall mural and safe storage) |
| Lead Person/ Responsibility | HJ/DB to lead<br><br>Financial implications to be planned<br><br>All staff to be aware of their responsibilities with regard to equality and accessibility |
| Success Criteria | Signage will be clear<br><br>Physical barriers to access will be removed<br><br>All members of the school community will be supported, by knowledgeable staff and through physical design, to access our school |
| Time Scale | Summer 20 |
| Evaluation | |
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