



The Federation of Spixworth Schools Equality Objectives – Action Plans

2020-21

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 style="list-style-type: none"> • Value of Respect, Child Whispering and PATHS approaches to be further embedded in relation to kindness toward each other on the playground • All classrooms to actively promote diversity through visual images and resources • Every opportunity to be taken across the curriculum to demonstrate the positive contribution made by people from all backgrounds • Assemblies to make explicit links to children from around the world • Federation House groups to be implemented, increasing peer awareness • UN Rights Award to be gained (Silver: SIS; Bronze: WV) • Federation pupils to open a used uniform shop* • Charitable fund raising events to take place with input from children* • Buddy system to be embedded for children joining the school from the motel (emergency housing) • Children within vulnerable groups, including those within more than one group, to be uniquely supported (SENDCo to lead) • Visits and visitors to enable children to experience unfamiliar cultures/traditions first hand* • RE linked visit/visitor to be planned* • Foodbank facility (housed at WV) to be facilitated permanently for family outreach support <p>* These criteria are desired but dependent on safe practice in relation to COVID-19</p>

Lead Person/ Responsibility	FJ to lead All classroom staff to be aware of cross-federation approach 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 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 2021
Evaluation	

Identified Concern	Staff are unclear when pupils are included in more than one vulnerable group. Barriers for these pupils limit progress.
Objective	To increase awareness of and support for children who are double disadvantaged therefore removing barriers to academic achievement
Strategy	<ul style="list-style-type: none"> • Ensure intersectionality analysis is complete and this is shared with all teaching staff • Academic and non-academic barriers to be identified and responded to, including families, other professionals and agencies as appropriate • Establish high challenge, low threat environments • All classroom staff to demonstrate high expectations for all children • Assessment system to be used thoroughly to track progress • Case studies to track input and impact to inform future practice
Lead Person/ Responsibility	HP (SENDCo) 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	Outcomes for children who are double disadvantaged will be at least in line with national
Time Scale	Summer 2021

Evaluation	

Identified Concern	Some physical access arrangements around the school are low quality
Objective	To establish a physical environment where all current and future members of the community can equally access our school
Strategy	<ul style="list-style-type: none"> • Improve directional signage (WV) • Install contrasting colours to handrails, slopes, steps etc to support visual access • Create disabled parking bay (SIS) • Replace pedestrian entrance gates with safe, easy use gates • Provide training for relevant staff linked to accessibility arrangements • Embed use of the template agenda for a meeting with any future parent/child with specific access needs to ensure timely discussion and reasonable adjustments • Plan the Reading curriculum 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)
Lead Person/ Responsibility	<p>HJ/DB to lead</p> <p>Financial implications to be planned</p> <p>All staff to be aware of their responsibilities with regard to equality and accessibility</p>
Success Criteria	<p>Physical barriers to access will be removed</p> <p>All members of the school community will be supported, by knowledgeable staff and through physical design, to access our school</p>
Time Scale	Summer 21
Evaluation	