



## The Federation of Spixworth Schools Equality Objectives – Action Plans

**2021-22**

<b>Identified Concern</b>	<b>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, exacerbated by the Covid-19 pandemic</b>
<b>Objective</b>	To promote cultural development and respect for all people through a rich range of experiences
<b>Strategy</b>	<ul style="list-style-type: none"> <li>• Relaunch of the behaviour policy including emphasis on respect and kindness towards self and others</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 further develop knowledge of the experiences of children from around the world</li> <li>• Federation House groups to be implemented, increasing peer awareness</li> <li>• Both schools to hold UN Rights Silver Award to be gained</li> <li>• Federation pupils to continue to regularly manage a used uniform shop</li> <li>• Charitable fund raising events to take place 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, including those within more than one group, 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> </ul>
<b>Lead Person/ Responsibility</b>	<p>KH to lead</p> <p>All classroom staff to be aware of cross-federation approach and have the highest expectations for all children’s progress</p>

<b>Success Criteria</b>	<p>Children will show through their words and actions that they understand what showing respect looks and feels like</p> <p>Children will have experienced cultures/traditions outside of their own</p> <p>Children and families within our school community will feel welcome and supported regardless of their home situation</p>
<b>Time Scale</b>	Summer 2022
<b>Evaluation</b>	<p>Both schools have achieved their Silver Award for Rights Respecting Schools. Federation culture including classrooms, assembly content and curriculum provided evidence.</p> <p>The behaviour policy and the federation vision and values have been relaunched. Incidents of discrimination are rare.</p> <p>Federation House groups have been identified and some visits have been reintroduced. These have taken longer to re-establish than hoped due to on-going Covid-19 related issues throughout the year and increased costs for schools and families. This means the experience for children remains limited. Charitable days have been supported. A full, enhanced offer is planned for next year.</p> <p>Children within vulnerable groups have been closely monitored and relevant, individual support put in place wherever possible. Staffing challenges, due to Covid-19, as well as pupil absence, has limited progress.</p>

<b>Identified Concern</b>	<b>Due to the challenges of teaching and learning through the pandemic, not all staff are fully confident in responding rapidly to each pupil's needs and not all children are making as much progress as possible</b>
<b>Objective</b>	For every staff member to have high expectations 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>• Daily Keep-Up sessions will be embedded, with excellent communication within class teams</li> <li>• Pupil Progress meetings will monitor, challenge and signpost provision</li> <li>• Parent/teacher meetings will support families to help children meet their targets</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff will be familiar with the intersectionality document and the groups within their classroom</li> <li>• Teachers will make excellent use of information available including from Pupil Asset, Learning Support Plans and One-page profiles, CPOMS and their daily formative assessments</li> <li>• Professional reading will be embedded as a development approach</li> <li>• Pastoral support for the children will be timely</li> <li>• New Family Support Advisor role will be embedded</li> </ul>
<b>Lead Person/ Responsibility</b>	<p>HP/DM to lead</p> <p>All classroom staff to be aware of children’s needs and their next steps and have the highest expectations for all children’s progress</p>
<b>Success Criteria</b>	<p>Outcomes for children will be at least in line with national</p> <p>Pupil, parent and staff surveys all demonstrate positive feedback on the curriculum and progress</p>
<b>Time Scale</b>	Summer 2022
<b>Evaluation</b>	<p>Schools were open for the whole year, however individual staff and pupil absence, largely related to Covid-19, remained high. This meant disruption to learning continued. Statutory assessment testing recommenced and pupils all participated showing resilience and perseverance. Outcomes were variable in different year groups, but largely in line with National averages.</p> <p>Throughout the year, school systems including Keep Up and tracking have been used successfully and pupil progress meetings offered support and challenge to staff. The vast majority of parents actively engaged with parent meetings. This meant pupils were well supported.</p> <p>Pastoral need has been higher than the capacity available to meet to this need and the FSA role has had to be reallocated. An improved offer, across schools, is planned for next year which includes support for pupils, families and the wider community.</p>

<b>Identified Concern</b>	<b>Some physical access arrangements around the school are low quality</b>
<b>Objective</b>	To establish a physical 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>• Improve directional signage (WV)</li> <li>• Install contrasting colours to handrails, slopes, steps etc to support visual access (WV)</li> <li>• Provide training for relevant staff linked to accessibility arrangements</li> <li>• 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</li> <li>• Develop 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)</li> <li>• Further develop the website to ensure accessibility for all</li> </ul>
<b>Lead Person/ Responsibility</b>	<p>HJ/DB to lead on premises,</p> <p>DB to lead on admin</p> <p>AC to lead on Reading</p> <p>Financial implications to be planned</p> <p>All staff to be aware of their responsibilities with regard to equality and accessibility</p>
<b>Success Criteria</b>	<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>
<b>Time Scale</b>	Summer 22
<b>Evaluation</b>	<p>Staffing capacity to progress this concern has been very limited. This objective, not immediately impactful to current pupils, was therefore deferred to next year.</p>