



The Federation of Spixworth Schools Equality Objectives – Action Plans

2022-23

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, exacerbated by the Covid-19 pandemic
Objective	To promote cultural development and respect for all people through a rich range of experiences
Strategy	<ul style="list-style-type: none"> • Every opportunity taken to enrich every child’s language and vocabulary development • 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 • 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 further develop knowledge of the experiences of children from around the world • Federation House groups to be fully exploited, increasing peer awareness • Both schools to being to collect evidence toward UN Rights Gold Award • Federation pupils to continue to regularly manage a used uniform shop and support charitable fund raising • Buddy system to be embedded for children joining the school from the motel (emergency housing) and children’s mental health champions to be researched and planned for launch • Children within vulnerable groups, including those within more than one group, to be uniquely supported (SENDCo to lead)
Lead Person/ Responsibility	KH to lead

	All classroom staff to be aware of cross-federation approach and have the highest expectations for all children's progress
Success Criteria	<p>Children will show through their words and actions that they understand what showing respect looks and feels like</p> <p>Children will have accessed cultures, traditions and a wide range of experiences outside of their own</p> <p>Children and families within our school community will feel welcome and supported regardless of their home situation</p>
Time Scale	Summer 2023
Evaluation	<p>Both schools continue to embed their Silver Rights Respecting Awards. Evidence toward Gold is being collected.</p> <p>Child voice is collected regularly across the year covering a range of academic and non-academic feedback. The School Council are becoming more effective and take a more active role in feedback and evaluation.</p> <p>The behaviour policy has been reviewed with pupils and parents as well as staff. This aligns closely with our vision and values. Incidents of discrimination remain rare.</p> <p>An increased number of visits have taken place this year. There is now a plan in place to ensure equal access to such visits to all year groups, timed purposefully across the academic year. This enhanced curriculum is being further extended to include visitors into school and enriched activities beyond the National Curriculum as part of normal practice.</p> <p>Children within vulnerable groups continue to be well-supported and their progress monitored closely. An improved within-year transfer process means children and families are as supported as those transferring at typical times.</p>

Identified Concern	Due to the legacy 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
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Objective	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
Strategy	<ul style="list-style-type: none"> • Every opportunity taken to enrich every child’s language and vocabulary development • Classroom support staff to all attend a programme of specific CPD to raise confidence and capability. Classroom, small group and individual support to pupils will be excellent • Pupil Progress meetings will continue to monitor, challenge and signpost provision and parent/teacher meetings will continue to ensure home and school work together to support children to meet their targets • All staff will make excellent use of information available to them including the intersectionality document, Pupil Asset, Learning Support Plans and One-page profiles, CPOMS and their daily formative assessments • Pastoral support for the children will be timely. Additional hours with trained staff will be accessed fully. Children’s mental health champions will be researched and planned for launch • New Family Support Advisor will identify and coordinate support for children, families and the wider community including through the opening of a Community Hub facility
Lead Person/ Responsibility	<p>HP/NO to lead in collaboration with JK</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>
Success Criteria	<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>
Time Scale	Summer 2023
Evaluation	<p>A new Spoken Language policy has been introduced and key features of this e.g. regular performance opportunities have been completed with positive response.</p> <p>All support staff have completed a training programme aimed at increasing knowledge, understanding and confidence. Feedback has been positive. 7 teachers across the federation have also enrolled on NPQ qualifications, further enhancing skills.</p> <p>Collaborative and challenging meetings continue to take place regularly with impact on outcomes.</p>

	<p>A focus on Learning Support Plans and One-Page profiles have seen these documents combine, but also clarify targeted outcomes that are evidenced through entry and exit data.</p> <p>Pastoral support has increased and is planned to increase further through the FSA role. Children have been actively involved in MIND partnership working. Children's Mental Health Champions have not yet been established but hearing all pupil's voices has increased through a range of methods and approaches.</p>

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 (WV) • 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 • 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) • Further develop the website to ensure accessibility for all
Lead Person/ Responsibility	<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>
Success Criteria	Physical barriers to access will be removed

	All members of the school community will be supported, by knowledgeable staff and through physical design, to access our school
Time Scale	Summer 23
Evaluation	<p>The premises (both sites) have continued to develop. Visual and physical accessibility has been improved. Examples of this are contrast markings, levelled paths and dropped curbs. Access to website information has also been enhanced. Signage is due for completion in the next term.</p> <p>Key staff have completed relevant training including gender identity training and use agreed formats as appropriate to support conversations with families.</p> <p>The Reading curriculum is broad and exposes all children to a range of religions, cultures and diverse backgrounds through high quality texts. Accessible texts have also been added to the schools offers.</p>