



Highfield Respect, Equality and Diversity Action Plan 2023-24

EQUALITY AND DIVERSITY SHOULD BE BUILT INTO WHAT WE ALL DO FROM THE START. IT'S NOT AN APPENDIX TO THE BUSINESS PLAN – IT IS THE BUSINESS PLAN.

Michelle Lally, 20-21 Visual Arts Centre

RED Objective	Success Criteria	Actions	Responsible People/Body	Success Against Objectives/Impact
1. To continue developing the Highfield RED Curriculum by exploiting opportunities to include RED and the protected characteristics	<p>An increase/development of RED and protected characteristics through the Highfield Curriculum and evidenced on the RED Curriculum map.</p> <p>Pupil input, opinions, and perspectives reflect an awareness of the protected characteristics.</p> <p>Pupil input, opinions, and perspectives reflect an awareness of their rights as children.</p> <p>Parent voice reflects the increase in pupil awareness of the protected characteristics</p>	<p>Termly Curriculum scrutiny to include the assessment of the 'RED Through the Highfield Curriculum' document to ensure it is being delivered.</p> <p>Headteacher focus in whole schools assemblies to be upon the rights of the child and aspects of the protected characteristics.</p> <p>The Equalities and PSHE lead to review the curriculum and identify opportunities for improving the teaching of the protected characteristics. This is done in line with the Equalities Policy guidance regarding sensitivity and context (p6).</p>	<p>Headteacher</p> <p>Equality Lead</p> <p>PSHE lead</p> <p>Class teachers</p> <p>SLT</p>	
2. To ensure that Highfield meets the spiritual needs of the school community and in particular learners with English as an Additional Language	<p>Meeting the spiritual needs of a diverse school community and children with English as an additional language (EAL) requires a thoughtful and inclusive approach that considers their cultural and linguistic backgrounds. We will successfully:</p> <p>Promote Cultural Sensitivity: Recognize that spirituality can be expressed differently in various cultures and be open to learning about their beliefs and practices.</p>	<p>Collective Worship to celebrate and teach children about RED values and morals</p> <p>The school environment is inclusive, respectful, and accepting of diverse beliefs and backgrounds including displays that promote respect, equality and diversity.</p>	<p>Headteacher</p> <p>Equalities Governor</p> <p>Equalities Lead</p> <p>Speech and language key worker</p>	



Highfield Respect, Equality and Diversity Action Plan 2023-24

	<p>Build Trust and Connection: Create a safe and welcoming environment where children feel comfortable expressing their thoughts and feelings.</p> <p>Provide Language Support: Ensure that children have access to English language support if needed. This may include intervention, language buddies, or bilingual resources.</p> <p>Embed Culturally Relevant Resources: Provide books, materials, and resources that reflect the diverse cultures and spiritual backgrounds of the children in our care. This can help them relate to and engage with the content.</p> <p>Celebrate Diversity: Celebrate cultural and religious holidays and events from different backgrounds.</p> <p>Storytelling: Share stories from various cultures and religions that convey moral and spiritual lessons.</p> <p>Training for Staff: Provide training for staff members and governors on cultural sensitivity and diversity, as well as how to support children with EAL in their spiritual journey.</p> <p>Consult with Families: Engage in open communication with families to understand their expectations and experiences.</p> <p>Outreach to the Community: Extend support and outreach to vulnerable or marginalized individuals within the community, considering their unique spiritual needs.</p> <p>Successful implementation of School Improvement Plan 2: Oracy.</p>	<p>Teachers to plan in opportunities for children to actively listen and express their thoughts, feelings, and questions about life, meaning, and purpose. Actively listen without judgment and validate their feelings.</p> <p>Family and Community Involvement: Involve families in discussions about spirituality and encourage them to share their traditions and beliefs with the class.</p> <p>Closing the Gap Action Plans have Phonics as the number 1 priority gap to close in every year group, promoting the importance of reading for EAL learners.</p> <p>Language Assessment and Proficiency Monitoring through our speech and language key worker.</p> <p>To utilise the resources within school which can promote RED through the curriculum.</p> <p>New staff who did not complete RED training in 2022-23 to do so in this school year.</p>	<p>Learning mentor</p> <p>Assessment Lead</p> <p>PSHE Lead</p> <p>PSED Lead</p> <p>SENDCo</p>	
<p>3. To foster positive attitudes and</p>	<p>All stakeholders to have access to published equality plan.</p>	<p>To publish and promote the equality plan to all stakeholders.</p>	<p>Headteacher</p>	



Highfield Respect, Equality and Diversity Action Plan 2023-24

<p>relationships and a shared sense of cohesion and belonging throughout the whole community (Guiding Principle 3 of the Equalities Policy)</p>	<p>Stakeholders to have opportunities to assess the impact of the plan, influencing the evaluation process and future target setting.</p> <p>Increase the awareness and knowledge of RED work within our school</p> <p>Equal representation / opportunities for different learner groups. Clubs are accessible to all, disadvantage is not a barrier.</p> <p>Pupils with a disability are participating in extra- curricular activities.</p> <p>Pupils, parents and staff have opportunities to meet and discuss relevant issues before commencing a new school year.</p> <p>All school events have pupils from all groups participating, with monitoring of groups where there is less take up. All school councils include all backgrounds and abilities and promote a shared pupil voice.</p> <p>Children, staff and parents are given the voice to feedback and guide this initiative.</p>	<p>To ensure all pupils are given the opportunity to make a positive contribution to the life of the school.</p> <p>To ensure there is effective transition between classes and schools.</p> <p>Promote plan within newsletters directing parents to its presence on our school website.</p> <p>Celebration of our RED work through the Exhibition Day and open our doors to the community</p> <p>Increase parental engagement: class assemblies, book look, watch us learn, year group curriculum parent evenings, parent consultations</p> <p>Equal opportunities are given to all children in all areas of the curriculum and additional opportunities. Access to school is available for all abilities and disabilities</p> <p>To start a 'Harmony and Diversity' breakfast club for the community to come together</p>	<p>Equalities Governor</p> <p>Equalities Lead teacher</p> <p>SLT</p> <p>Learning Mentor</p> <p>Wider Curriculum coordinator</p>	
--	--	---	---	--



Highfield Respect, Equality and Diversity Action Plan 2023-24

<p>4. To continue to narrow the gap in achievement between students from different learner groups.</p>	<p>Pupil achievement for equality groups above national average, and where there are gaps these are narrowed through effective monitoring and intervention.</p> <p>All school events have pupils from all groups participating, with monitoring of groups where there is less take up.</p> <p>All pupils can access the Highfield Curriculum and experience success.</p> <p>All pupils are motivated to learn. The importance of motivation is stated in more detail in the Highfield Assessment, Feedback and Marking Policy and referred to in the School Improvement Plan (point 1).</p>	<p>To monitor and analyse pupil achievement by ethnicity, language, gender, disadvantage, and disability and act on any trends or patterns in data that require additional support.</p> <p>Monitoring of the Closing the Gap Action Plans which detail the learners with gaps and the intervention in place to support them. Make adjustments to improve progress where identified.</p> <p>Monitoring of Small Steps Assessment files and ensure provision meets need</p> <p>Pupil Voice section of the Lesson Study undertaken by staff, to focus primarily on identified learner groups</p> <p>Develop</p>	<p>Assessment Lead</p> <p>Headteacher</p> <p>Equalities Governor</p> <p>Teaching and Learning Governing Body</p> <p>SENDCo</p>	
---	---	--	--	--