Pound Park Nursery School Race Equity Plan 2024-2025

	Goals	Immediate tasks	Medium term tasks	Long term tasks	Support required	Initial actions
Commitment & Policies **Institutionally embed a culture of anti-racism. Ensure students are not systematically disadvantaged**	Ensure anti-racism is embedded through all policies Ensure school website is reflective of school's commitment to being anti-racist Ensure all recruitment documents demonstrate school's anti-racist approach	Pull together all policies and identify which are high priority Begin to work through and review the following policies - Settling in Home visits Admissions policy Behaviour policy Equality and Diversity policy Teaching and learning policy	Review other school websites Be reflective on recruitment pack, including job descriptions, personal specifications and adverts Work with EAR Partners sharing best practice from the group	Review all policies and establish a long-term cadence for review Further develop website including our statement on our commitment to be an anti-racist school community	Administrative support pulling information. Solin, Clare and Elinor to go through list of policies by the end of academic year EAR Partnership	Solin and Clare to collate policies. Policies split between group members to review. Speak to RBG HR about used policies from the borough in terms of anti-racism
Actions and Outcomes	Be reflective looking at the website and update throughout the year Continue to look at all documents through an anti-racist lens Share strategies and good practice within EAR partnership	All staff have completed Hemisphere training and contributed towards an open discussion about increased knowledge of EDI Most governors have completed the training- others will be encouraged to complete the training Policies have been reviewed and published on the school website.	To follow on with CPD staff meetings utilising the activities from Hemisphere and further working towards goals of the upcoming research project EAR and GCSP working together to share recruitment pack which was highlighted at the SBM conference. SM attended and some strategies incorporated.	Increased racial literacy for all staff and confidence to deal with racism as it arises. Assess changes already actioned and together identify next steps	Continued CPD incorporating increasing knowledge and information from the research project with Greenwich University and further reading around the subject Brenda and Harriet launch project with families and update staff on overall aims and expected outcome	Utilise the training and reflection activities on Hemisphere portal Continuing to work with EAR partnership, being proactive and reflective

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Teaching and Learning **Curriculum to centre broad histories, antiracism and increase representative racial diversity.**	Ensure that all elements of the curriculum demonstrate a commitment to EDI The teaching and learning environment and approach should reflect the rich diverse community in which we live	Bi annually Audit existing books for curriculum and book corners- ensure south and east Asian cultures are represented and that we are challenging gender stereotypes Review books regularly and ensure they reflect a diverse community and are embedded into the school including planning	Send a survey to parents gain a greater understanding of what books are shared at home to inspire new books at school Add detail: e.g. books to be rotated every term/bi-termly.	Parents having a voice on the books shared ensuring they feel represented through being invited into coffee mornings to share Set up regular parental involvement to share books with the children, building a positive diverse culture around reading.	All teaching staff Led by class teachers Solin/ Clare /Mira Solin to work with Greenwich university, GCSP and EAR Partnership	Identify and review Core books to support teaching and learning And additional books Class teachers enrolled on EDI research project alongside Greenwich University **'supporting children's identity and developing a sense of belonging'**
Actions and Outcomes	Continue to be reflective when planning embedding a culture of belonging for all children. Incorporate children's lived experiences and background.	Books have been audited at the start of term, ensuring a diverse range always available Harriet, Brenda and Solin to sign up / engage in the research project facilitated by Greenwich university Clare and Solin developing CPD – reading **'Let's talk about Race in the Early Years'**	We need to research and purchase a greater selection of books that represent South Asian and East Asian communities Utilise Hemisphere training and incorporate new knowledge into planning	Research and develop curriculum and planning to incorporate a greater range of texts that are representative of diverse communities	SLT and teaching staff GCSP and Greenwich University EAR partnership	Look at current books being used including diverse texts and assess the impact / strengths of each text Work in conjunction with Greenwich University and Jo Graham to plan the research project – this is rolled out for GCSP schools

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Partnership and Voice **Successful, resilient transformation requires input from the communities reflected as well as buy-in from all stakeholders.**	Continue to build strong links with the local community and families to share their knowledge and experiences with their child and the school.	Adapt the script /questions for home visits to gain more in depth knowledge of our families and their heritage, languages and traditions/celebrations	Use information to inform planning, teaching and learning and the curriculum Looking at the need for stay and plays and coffee mornings on particular themes Information on website and in other languages	This will be represented in the long term planning cycle and be reviewed annually Coffee mornings and Stay and Plays	SLT, admin staff, class teachers and practitioners	Liaise with office staff to update questionnaire Meeting with Tina, to review songs rhymes for whole class singing
Actions and Outcomes	To build up parental and community engagement through, our enrolment processes, open days, stay and plays, coffee mornings and linking with other professionals	We collected information during home visits on music genres, celebrations and wider knowledge of food eaten at home, to inform planning and classroom resources. Use collected data to inform future planning This has had a huge impact on families and children and their sense of belonging Inclusive enrolment form with option for phonological spelling of name	Work through the calendar and ensure that we are representative of key events for children within our community alongside others Dawn has researched the different festivals / celebrations of current cohort. This information is sent out to all staff so they can be reflective in their approach and acknowledge the significance to families	Collecting data and feedback on impact Embed into the school culture of researching and recognising significant events that are important to families each year. Collating cultural significant events and sharing via SIMS to staff	Local community representation Parental involvement and teachers researching and planning Admin Team Utilising spoken languages of all staff and professional relationships to build on communication	Looking at the yearly calendar and planning ahead using the information collated Updating enrolment forms and how information is shared

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Teaching and Curriculum	Goals	Immediate tasks	Medium term tasks	Long term tasks	Support required	Initial actions
Curriculum to centre broad histories, antiracism and increase representative racial diversity.	Ensure curriculum, trips and external artists /workshops reflect cultural diversity and representation	Review existing trips and local opportunities to inspire and inform students	Research artists, musicians, authors and corresponding workshops Research the history of the local community and encourage active involvement from families to support planning events, trips and workshops	Reviewing impact on the curriculum, staff knowledge, parental engagement and teaching and learning –	Parent volunteers Working partnership with EAR groups CPD – Greenwich University	Plan out academic year looking at trips/ celebrations and ensure that we are being representative of the wider community
Actions and Outcomes	Work with the Greenwich University and networking with colleagues on the GCSP to build stronger knowledge and understanding leading to increased impact	Researching trips and opportunities that support EDI – including celebrating World Afro Day and supporting the children's understanding of celebrating our hair and uniqueness Being reflective in the planning and ensuring that a rage of texts, music and art is reflective in the environment.	Plan for upcoming resources and books to further promote diversity and inclusion within the curriculum Deliver and expand from the project building on children / families lived experiences	Collate a bank of information and resources, including reading materials to inform knowledge & understanding Research external links to complement current curriculum	Provide additional information to inform staff knowledge and understanding – including why we acknowledge the different celebrations avoiding tokenism	Collate resources for the home corner, including a variety of combs, bandanas, brushes and empty hair product containers / lotions etc that children are familiar with