



# Roundwood Primary School Equity, Diversity and Inclusion Action Plan: 2022 – 2025



Link to Public Sector Equality Duty	Protected characteristic (PC) or other vulnerable group (O)	Aim:	Intended Outcome:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Actions:	Who?	Dates from and to:
D&I 1  Fostering good relations  Advance equality of opportunity	All	Each curriculum subject or area is planned to maximise opportunities to represent diversity, challenge stereotypes, raise aspirations, promote spiritual, moral, social and cultural development and foster good relations	Children’s curriculum experience is strategically broadened and diversity regularly celebrated (or normalised). All children see themselves/their heritage reflected positively  Our curriculum’s unconscious bias is challenged	Whole school	<ul style="list-style-type: none"> <li>Subject leaders’ individual impact logs</li> <li>Termly foundation curriculum review</li> <li>Learning walks and display audit</li> </ul>	all	Autumn 2022 - 2023 2024 Termly ongoing
<b>Milestone/progress:</b> <b>2022 focus:</b> Subject Lead planning meetings Autumn 2022							

**2023 focus:** Termly meetings (subject coordinators) developing curriculum equalities overview.

Un/conscious bias training for teachers

**2024 focus:** - the introduction of Musician of the month with music assemblies- Musician of the Month fits perfectly alongside your music scheme and is aimed at creating a culture of musical appreciation and understanding within your school.

Brings cultural capital directly into school

Promotes equality and diversity

We've linked our musicians to the Equality Act to encourage respect and so every child sees themselves and others as a potential musician.

The introduction of the Equality Code ensuring staff have strategies and practical ideas for embedding EDI across the school to proactively create an environment where pupils feel safe, valued and engaged.

<p>D&amp;I 2</p> <p>Fostering good relations</p> <p>Advance equality of opportunity</p>	<p>All</p>	<p>Learning resources and texts are up to date and:</p> <ul style="list-style-type: none"> <li>• reflect local, national and international diversity</li> <li>• actively seek to challenge bias and stereotyping for all groups and families</li> <li>• support the development of understanding and appreciation of the range of different cultures within</li> </ul>	<p>Every day teaching and learning practice provides regular, proactive opportunities for teachers and children to explore diversity, equality and stereotyping</p> <p>Our everyday practice unconscious bias is challenged</p> <p>Children are taught proactively about our many differences – having them safely pointed</p>	<p>Whole school</p>	<p>Equalities Everyday Practice</p> <ul style="list-style-type: none"> <li>• EYFS/Year 1 Persona dolls. Proactively noticing and exploring our differences together safely / preventing stereotypes in the Early Years</li> <li>• Equalities book review and purchasing (core texts in each class displayed / read)</li> <li>• Each curriculum subject or area is planned to</li> </ul>	<p>All</p> <p>JK</p>	<p>Aut 2022</p> <p>Spring 2023</p> <p>Spring 2023</p>	
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		<p>school and further afield</p> <ul style="list-style-type: none"> <li>represent all groups of pupils, students and their families and provide positive role models</li> <li>Role and imaginative play areas, dolls and small world toys reflect and offer positive images of all groups within the school and wider community</li> </ul> <p>We plan for and promote diversity across the school day and challenge stereotypes in the same way</p>	<p>out to prevent difference being construed as negative</p>		<p>maximise opportunities to represent diversity,</p> <ul style="list-style-type: none"> <li></li> </ul>			
<p><b>2023 focus-</b> diversity week celebrated          Enrichment Calander organised including more visitors into school and a range of school trips          Observations within class          learning walk and pupil</p>								

**2024 focus-** -Librarian audited books and ordered more books suitable for all ages containing rich variety of culture and black main characters.  
 All staff attended Inclusion and Equality training.  
 Equality code- With the introduction of our Equality Code (Sept 24) Our children and staff refer to this code when discussing topical issues in class linked to curriculum areas and also when managing behaviour.  
 Black History focusing on narrative and history lead invited classes to read selection of diverse book as class read

D&I 3  Advance equality of opportunity	Sex (gender)	To develop more girls' sporting opportunities and use of positive discrimination to allow equal access  For more boys to engage in sports/activities deemed historically female (netball; dance; choir for eg)  For children to be able to critically reflect on pressures to conform to gender behaviours and	For more girls to engage in sport  To narrow the gender divide in playground activities, club participation and school events  Children's understanding of gender stereotyping and sexism is increased and these discussions begun earlier, from EYFS	Girls  Boys  Girls and boys	<ul style="list-style-type: none"> <li>Female expert models used more often in PE lessons</li> </ul>		Spring 22	
							Aut 2022	
							Aut 2022	
					<ul style="list-style-type: none"> <li>Assemblies – participation in events/clubs</li> </ul>		Aut 2022	

		how this limits their choices			<ul style="list-style-type: none"> <li>Free places for boys in dance club/girls in football etc (trial) Funding? Sports grant?PP</li> </ul>		Aut 2022	
					<ul style="list-style-type: none"> <li>What can we do to encourage boys and girls to play together more and not to always gender divide?</li> </ul>		Autumn 2022	

**2023 focus:** Baseline data and termly data check  
Wider clubs on offer  
Sports week- athletes from different disabilities  
**2024 focus:**  
Sports week- athletes from different disabilities and invited lady role models  
Mixed girls and boys football  
Girl football only

Whilst we ensure that the teams we enter are competitive, it is worth highlighting that within UKS2, 96% of children represented the school in an external event last school year. Similarly, 93% of LKS2 children represented the school in an external event.  
A record number of events and fixtures were attended, amounting in over 50 occasions

Agreed and adopted across Harpenden schools of 'playing to win'. What is important to note here is that it is not 'playing to win at all costs', as we seek to balance being competitive with ensuring children get opportunity to represent the school during their time at Roundwood,								
D&I 4	Race	To increase positive representation and celebration of skin colours and cultures in our school	Children of heritages other than white and their families see and feel themselves represented  Systemic unconscious bias is challenged; made conscious and staff are more confident to talk about race	Families/children of ethnic minority heritages	<ul style="list-style-type: none"> <li>• Staff training</li> <li>• Display and every day learning and teaching practice (eg resources; worksheets; PowerPoint images) reflect the ethnic, cultural, linguistic and religious backgrounds of all groups of pupils and students supporting the development of understanding and appreciation of the range of different cultures within school and further afield.</li> <li>• Displays actively challenge stereotypes and aim to raise aspirations for all groups</li> <li>•</li> </ul>			
Advance equality of opportunity								
Eliminate unlawful discrimination, harassment and victimisation								

<p><b>2023 focus:</b> Observations/pupil conferencing shows children are able to talk openly about race with positive vocabulary</p> <p><b>2024 focus:</b> Display policy introduced.</p> <p>Musician of the month within music assemblies</p> <p>Supporting Neurodivergent Gamers: Helpful Guidance for Parents within our newsletter</p> <p>Neo diversity week posters around school celebrating different needs and role models familiar to the children</p> <p>Through our Music assemblies we find as many opportunities as possible within the curriculum to teach the children about other cultures and ethnicities</p> <p>In 2024/25 the classes have been named after different musicians, we have ensured this demonstrates a variety of heritages and represent both female and male musicians.</p> <p>Internal checklists for enrichment activities detailing the reasonable adjustments for children with differing needs</p> <p>Head boy and girl applications were open to all of year 6. No shortlisting within the process to enable all to experience an interview</p>							
D&I 5	Religion/Faith	<p>We would like to include more members of our school community to come and talk about their faith and how this affects their way of life</p> <p>We aim to plan more opportunities for children to talk about their own beliefs</p>	Children understand how someone's beliefs/faith is part of their identity	Whole school	<ul style="list-style-type: none"> <li>EYFS (Reception and Nursery) home visit – making sure we understand families' faiths and special times of year</li> <li>Assembly plan – ensuring all children's religions are represented and special religious times of year celebrated (including sending greetings home)</li> </ul>		<p>Aut-22</p> <p>Sep 22</p>
<p><b>2023 focus:</b></p> <p>School visits, workshops and enrichment audit and calendar</p> <p>Assemblies rota ensuring different religious events were discussed and celebrated</p> <p>Parent volunteers invited within assemblies or the classroom, including Diwali stories</p> <p><b>2024 focus:</b> neurodiversity week where children spoke in assembly about the needs/diagnosis</p> <p>All about me books as part of transition for nursery and reception children</p>							

<p>D&amp;I 6</p> <p>Fostering good relations</p> <p>Advance equality of opportunity</p> <p>Eliminate unlawful discrimination, harassment and victimisation</p>	<p>All groups</p>	<p>To point out our differences positively and proactively so we can be safely interested in differences and see this in context of our commonality</p>	<p>Pupils and students are encouraged to explore and develop a positive sense of their own identity and take interest and pride in the similarities and differences with others.</p>	<p>Whole school</p>	<ul style="list-style-type: none"> <li>• Languages Week</li> <li>• Languages published in class</li> <li>• Annual displays – new display policy sum 24 languages in our school</li> <li>• GB to be EAL trained and share knowledge with staff</li> </ul>		<p>Autumn 2022</p>	<p>Audit shows impact</p> <p>Subject impact logs</p>
<p><b>2023 focus:</b> Staff introduced new families to each other if EAL and new to the area/country          Bell foundation training for assessment and next steps for our EAL learners          The use of apps and the internet to communicate with EAL families both parents and children  <b>2024 focus:</b> continue to use staff who speak different languages to support EAL families and children. Emotional support in SATs          Staff Training and Development:          Providing training for staff on equality and diversity issues.          Ensuring staff are aware of and use the principles of the equality action plan in their work.</p>								
<p>D&amp;I 7</p> <p>Eliminate unlawful discrimination, harassment and victimisation</p>	<p>All groups</p>	<p>Action is taken to raise participation of under-represented groups of parents and sections of the community (including potential language</p>	<p>Under-represented groups of parents' voices are heard and action taken</p>	<p>Minority ethnic parents/carers</p>	<ul style="list-style-type: none"> <li>• Asian, African and Arabic, Chinese and Ukrainian</li> <li>• Women's Group</li> <li>• World Food Fair / Recipe</li> <li>• Books</li> <li>• Minority ethnic parents residential trip meetings if needed</li> </ul>		<p>Ongoing</p> <p>Aut 22</p>	



		barriers). Information and meetings for parents are accessible for all.			<ul style="list-style-type: none"> <li>Partner families to share information</li> </ul>			
<p><b>2023 focus:</b> Increased participation at school events (e.g. parents evening)          Combined APDR meetings within parent consultations meetings          Personal meetings for identified children with needs or EAL for school trips and/or residential trips</p> <p><b>2024 focus:</b>          Buddy system for new parents (EAL)          Community events for families to meet new friends          EAL tab added to website</p>								
D&I 8  Eliminate unlawful discrimination, harassment and victimisation	All groups	Messages are displayed that make clear the setting's commitment to equality and respect and that challenge all forms of bullying and prejudice and encourage pupil and student reporting of bullying and prejudice.	Pupils and students are actively encouraged to report bullying and prejudicial incidents and develop their skills in challenging their peers. Parents and are actively encouraged to report bullying and prejudicial incidents (including those which happen	Whole school	<ul style="list-style-type: none"> <li>Children's Anti-Bullying assembly</li> <li>Anti-bullying week</li> <li>Assemblies/lessons – online safety</li> <li>Parent online safety website development (workshops if able)</li> </ul>		2022	

			outside the school community)					
<p><b>2023 focus:</b> Online safety displayed in all classrooms Assemblies as part of our enrichment and cultural calendar</p> <p><b>2024 focus:</b> equality Code on display in all classrooms and used as a point of reference regarding any linked behaviours Actively sending home parent workshops and training to all or focused groups/families</p>								