

Priory School

Our community action plan for developing an anti-racist approach

Here at Priory school, we believe that anti-racism and our wider goals of equality, diversity and inclusion are the responsibility of everyone in our community. We must all work together to ensure a better world for individuals, a thriving community, and an enriched society. We must all recognise the work that has to be done and recognise this is a lifelong commitment to confront the legacy of oppression that many in our society continue to face. At Priory school we believe our vision, ethos and values provide the infrastructure for our young people to grow in an equitable inclusive environment without bias.

Our action plan has been created by and for our school community by gathering the views, voices, and opinions reflective of the make-up of our community.

Theme 1: Leadership			
Aim:	Where are we at?	Action Point	Outcome
We have a clear and effective equality, diversity policy and a clear understanding of racism.	<p>Parents more involved in the school and able to talk with teachers/ being involved in decisions</p> <p>The school feels more inclusive.</p> <p>Racism more time for discussion - embedding a range of opportunities to learn about different races, cultures.</p>	<p>Ensure that policies are reviewed regularly and in a timely manner. Update the website with new/ reviewed policies.</p> <p>Policy schedule is published on website.</p> <p>Leadership are reviewing all policies to ensure that we have EDI statements through all reviewed and new policies as well as having a discrete EDI policy.</p>	
We have an Equality statement that is well discussed and used.	<p>EDI is a regular agenda item</p> <p>HT is on EDI working group for Slough.</p>	<p>INSET on our EDI statement and policy and action planning.</p> <p>EDI agenda to be added to FGB, ML and year group meetings</p> <p>Offer support to parents to feel confident in raising discussions around race, culture, diversity.</p>	
We have effective systems for recording and reviewing prejudice related incidents.	<p>CPOMS is a much more effective method of addressing incidents effectively efficiently and can be dealt with in a timely manner.</p>	<p>After school clubs/ extended care to ensure that they take responsibility for behaviour incidents - but do they have the confidence/ know who to go to.</p>	

	<p>All members of staff have access to CPOMs System in place - CT will ask for support from YL and then if the matter needs to be escalated to SLT.</p> <p>Racist comments are reported to local authority</p>	<p>Training to occur to ensure all staff feel confident is in place</p> <p>EDI agenda added to year group meetings to report incidents of prejudice</p> <p>By having EDI agenda on every level we are showing it is okay to have open, honest conversations about racism and prejudice and having the professional dialogue so that we all know how to approach incidents and move forward.</p>	
We embed equality impact statements within key policies inc pay and progression.	Most policies have a section about EDI	As we review our policies we are ensuring impact statements relevant to the policy are included.	
We aim to increase racial diversity within the school's workforce.	We have a diverse staff cohort that is reflective of the school community.	Review our ethnicity data Ensure recruitment processes encourages and supports BA ethnic groups to apply for and secure roles	
Our CPD schedule provides opportunities for training that addresses racial equality.	Could do more and have more opportunities.	Discussed above - it is also making sure racial equality training is embedded in our CPD training	
		Book list for staff to encourage staff to deepen their understanding.	

<p>The SLT support staff to develop cultural competency in relation to the communities we serve.</p>	<p>SLT encourage staff to celebrate different festivals from different religions.</p> <p>New curriculum themes</p>	<p>Run a number of events to mark national events such as....</p> <p>Book list for staff to encourage staff to deepen their understanding.</p>	
<p>The SLT review and monitor pupils at risk of exclusion and try to prevent and explore alternatives to exclusion, paying particular attention to the disproportionality in rules of exclusion for Black pupils, inc Gypsy, Roma and Traveler pupils</p>	<p>Our behaviour policy reflects a trauma informed practice placing a great emphasis on building relationships and trust and restorative techniques.</p>	<p>SLT to review the exclusion policy.</p> <p>Analyze the exclusions and review any patterns.</p>	
<p>SLT model an openness to exploring an increased focus on anti - racist practice across the school.</p>		<p>Create book list, add EDI to all agendas,</p>	

Theme 2: Teaching and learning			
Aim:	Where are we at?	Action Point	Outcome
Priory has a whole school approach to using the curriculum proactively to intervene in how racism is produced.	Some work has been done on the curriculum - we have a diverse range of themes and cultures explored - but more needs to be done to ensure the teaching of those subjects are decolonized and thought is given to how they are taught/represented.	Check the curriculum intent to make sure we have a whole school approach. Teaching and learning vision Give subject leads time to ensure the subject overview shows diversity and drives the teaching approach. Give teachers time to research themselves, build their own subject knowledge but also reflect on how to present the learning to the pupils in a more rounded unbiased way, opening up dialogue and debate.	
Where possible we ensure all subjects particularly in history, English, geography, RE, PSHRE and science reflect global influences.	We have ensured diversity and breadth in our curriculum overview - we need to consider the depth that teachers take this learning.	We need to ensure a wealth of literature available to children from a diverse background. Explore penguin lit.	
We ensure subjects such as English and history include slavery and colonialism	Within the curriculum overview - need to look at how these themes are taught to ensure that we give children a broad and balanced view.	Give subjects leads time to look at their curriculum maps and highlight areas that they want teachers to ensure depth and detail. Particularly related to decolonization and diversity.	

<p>We are regularly reviewing and discussing the progress towards decolonizing our curriculum.</p>	<p>We are within the second phase of curriculum review; we built the curriculum with diversity and breadth in mind and now we need to look at the delivery of the lessons to ensure depth and decolonization.</p> <p>We have shared our curriculum with the LA creative development advisor. Waiting for feedback.</p>	<p>We need to train staff about the need for a decolonized curriculum and how to utilize every opportunity in the curriculum to link it to our people and their backgrounds but also recognise that not all areas in England is like Slough.</p>	
<p>We involve our teachers and pupils in the reviewing and evaluating our curriculum with the goal of improving their relevance to multi-cultural Britain.</p>	<p>See above.</p>	<p>See above. Add a question or two to our pupil voice around diversity - the curriculum</p>	
<p>We enable Black pupils to have high expectations</p>	<p>As a school we have high expectations for all pupils. We have class names that reflect black role models. We analyze our performance data to identify any groups that are underperforming/ at risk. Exclusions and red cards are analyzed for ethnicity to ensure pupils at risk are identified and supported.</p>	<p>Utilize the curriculum at every opportunity to show case role models of all colour, race and background because we have a community that represents most backgrounds.</p>	

Theme 3: Power and voice			
Aim:	Where are we at?	Action Point	Outcome
We give all our community the opportunity to be heard and can therefore identify any issues our black pupils, parents and staff may face.	<p>Inclusive supportive environment in every classroom.</p> <p>We have a school council</p> <p>Utilize assemblies to share key messages</p> <p>Pupil voice with SLT</p>	<ul style="list-style-type: none"> o School councils can make useful contributions to shaping school life but only a small number of pupils can get involved and some may find this type of formal engagement challenging. o Holding a class meeting to discuss the agenda of the next school council meeting can be an effective way of encouraging all pupils to contribute in a non-threatening environment. o Assemblies too can provide opportunities to make sure pupils understand a school's commitment to knowing what children want and need. o A 'suggestion box' placed in the entrance hall or in each classroom, with the contents shared at the school council meetings can also be effective. 	

Our school community feel safe and able to vocalize their experiences as such we are aware when Black staff, pupils or parents feel valued or marginalized	Pupil voice sessions show that generally children feel very safe in school. Staff surveys show that staff in general feel valued.	-consider bringing P4C (philosophy for children) back to ensure that hard hitting questions and how to respond to them is taught alongside PSHRE and oracy. -we need to establish how our EAL pupils supported and how confident staff are)?	
We take proactive actions to ask our pupils, staff and parents deeper questions about the levels of inclusion and belonging.	Pupil voice	Consider parents forum? Like governor meeting to discuss community themes. Pupil forum?	
We engage our school community in a range of ways to discuss race and ethnicity and we all are actively involved in developing anti-racist incidents.	Surveys, meetings, CPD sessions, parents' meetings, surveys, EDI meetings	See above	
We all recognise that individual Black staff members, pupils or parents do not represent the voice of all Black people.	We always ensure we listen to the views of the whole community		
Black pupils feel empowered to demonstrate pride in achievement and self-confidence.	Pupil voice shows that our children are proud of their academic achievements, and they strive to achieve their best.		
Staff and pupils feel confident raising issues of bullying and abuse	Bullying is discussed openly with staff, pupils and parents strategies are shared and restorative approaches implemented to reduce incidents escalating.		

Theme 4: Wellbeing and belonging			
Aim:	Where are we at?	Action Point	Outcome
The school recognizes that supporting the emotional needs and development of pupils is vital for both wellbeing and learning outcomes.	The school has a team of learning mentors and therapists who offer a range of supports and interventions including canine therapy.		
We ensure all pupils who have been excluded can be heard on their return to school and we value their feedback to contribute to improvements made in policy and practice.	<i>Meet with parents & children after an exclusion, use restorative justice techniques to support all children and adults involved in the exclusion, regularly check in with the child following the exclusion, Our behaviour and exclusion policies reflect a trauma informed approach, and any pupil consequence is done on a case by case and individual basis.</i>		
We ensure that children who experience racism are supported to explore the issues around racism and their rights.	<i>Restorative interventions form part of our behaviour policy. we also ensure that any pupil suffering from racism receives the right support for their</i>		
We give children opportunities to talk about their cultural identities in a safe, inclusive environment.	<i>Home - School agreement sets out agreed boundaries, expectations, and behaviours. The school will adopt a strategy that ensures that any child who has experienced racism in school receives support.</i>		

Pupils feel safe, aspirational, and accepted for who they are.	The school ensures we celebrate and recognise significant religious days		
Our staff and pupils tell us they feel a sense of belonging in our school.	<i>achievement awards, Free time Friday, school council feedback, lunch buddies and coaches, assemblies, SLT meet regularly with pupils to ensure their voice is heard.</i>		
Our behaviour and exclusions policies are flexible and focused on supporting young people to take responsibility by understanding their own individual context.	Trauma informed practice, restorative practices, every potential exclusion is discussed at length with SLT to ensure the decision is the most appropriate and proportionate.		
Staff are clear on how and who they go to if they recognise a child needs more support.	<i>We have a graduated approach to ensure that children receive the right support quickly. Due to our relationship focussed approach in school all information is shared appropriately and respectfully.</i>		
The school shares information about pupil's individual needs and vulnerabilities appropriately so that teachers are informed of relevant and non-judgmental information about the child and family.			

Theme 5: Community and culture			
Aim:	Where are we at?	Action Point	Outcome
We are able to draw on our local community, parents or local campaigns to respond to racism in the community.	Our school has an all-inclusive culture for staff and students. Assessments in first language.	Host themed weeks - try different foods, listen to music, learn facts, try on traditional dress up, etc.	
We have incorporated teaching from the history of local Black struggle and those who fought against racism in the local area.	Avoiding stereotypes in resources, in particular dated reading books. Music Teacher provides links to music from around the world - linked to celebrations throughout the academic year.	Invite parents/KS2 children to share stories at the end of the day.	
The school celebrates festivals and special days of those in our curriculum by providing children with knowledge and understanding of the importance of those days to the people they impact.	Our school promotes different celebrations and themes.	Hold a multiculturalism day	
Parents know and feel confident to be able to report instances of racism, racial harassment, and victimisation	The school respects the religious beliefs and practices of staff, parents and children.	Offer all/new staff appropriate diversity and inclusion training.	
Our school is welcoming and inclusive.	Staff, parents and children are made aware		

	of different cultural backgrounds and beliefs.		
We take a measured and proportionate approach to the prevent duty		Monitoring and evaluation of equality.	
Our school has an inclusive culture of support for refugee children and families.			
Our families are given clear and affirmative messages about the benefits of bilingualism.	Use of a variety of teaching methods to suit the needs of children. Partnership with parents and governors.		