



Strathmore Infant and Nursery School's Equality Action Plan

The purpose of this plan and our approach

We have a dedicated Diversity, Inclusion and Belonging (DIB) working group made up of governors and staff to help us continue to focus on DIB in Strathmore. We look for opportunities to drive improvement and our action plan sets out our priorities for the year ahead. Our working group plans to meet every half term to review our progress and confirm/ update the priorities. The action plan has been informed by the actions discussed and identified when we completed the anti-racism and inclusion audit with SLT (May 2023). As a guiding principle for our work and to help us identify areas where we can improve, we look through the eyes of each child, thinking about their experience through the day.

Our vision

We want Strathmore to be a place where all staff and children feel like they belong, are included, and can grow intellectually and emotionally in a supportive and stimulating environment. We want equal opportunities for all learners and we want to enhance children's cultural capital through our curriculum. We are committed to being an anti-racist school.

Achievements / updates at May 2023

- **A dedicated BID group** – we want our working party to focus more broadly on all aspects of diversity, inclusion and belonging. It will therefore include a focus on anti-racism but also on all other protected characteristics.
- **Diversity, Inclusion & Belonging are embedded in our curriculum:** Children are encouraged to learn about and celebrate a range of faiths in a fun, respectful environment. Our personalised PSHE curriculum has been introduced with a “windows, mirrors, doors” philosophy to deepen understanding of spiritual learning.
- **Investment to promote diversity & inclusion in our books & curriculum:** We have recently invested in £5,000 worth of books for the school library. Books have been selected to reflect diverse groups and characteristics and to match the learning themes/topics for each year group. ‘Whole school’ books and year group books are specifically selected that help children explore diverse characteristics and promote inclusion.
- **Ensuring our library and wall art celebrates diversity and encourages everyone to feel represented:** We have created displays in the library area to celebrate diverse cultures and themes reflected in our books and to encourage everyone to feel represented. “See yourself in a book” wall art has been specifically designed to represent a range of backgrounds and characteristics to encourage all children to feel they are represented in our books and taught within our curriculum.

- **Adoption of Education Endowment Foundation class provision principles:** We have adopted and conducted staff training on the Education Endowment Foundation class provision principles, which help to optimise learning environments for children with SEND, but also help to improve the learning environment for all children.
- **Diverse representation in school leadership positions for children:** Opportunities for children to take on roles of responsibility – e.g. in the School Council and Eco Council – are managed in a way that ensures diverse representation, with an equal mix of boys and girls.
- **Fair recruitment:** Recruitment to school positions and our governing body follows a “blind shortlisting” principle to ensure equality of opportunity and to minimise any risk of bias.
- **No Outsiders and Empathy Lab programmes** – suite of resources and books for the school to draw on to embed inclusion and celebrate diversity.

Action Plan 2024 onwards

For	Priorities for 2024-2025	What does success look like this year?	Priorities for 2026 onwards
Staff	<ul style="list-style-type: none"> • CPD – ensuring staff have relevant training which helps them to play their part effectively in nurturing a diverse and inclusive environment at Strathmore where everyone feels they belong • Curriculum – ensuring our curriculum celebrates diversity and enhances cultural capital 	<ul style="list-style-type: none"> • As a minimum, someone external to run a staff meeting session focused on inclusion, with governors invited along to it too. This may be planned for INSET in September. • Curriculum – focus on redeveloping our curriculum and ensuring significant people are taught explicitly 	<ul style="list-style-type: none"> • Training and awareness of anti-racism, diversity and belonging for staff and governors. • Curriculum to be adapted to specifically teach anti-racism • Review our recruitment and retention strategies through the ‘lens’ of people from minority backgrounds – engaging our governing body and focus groups in this work.

Pupils	<ul style="list-style-type: none"> • School trips & experiences – plan experiences that help to promote inclusion & enhance cultural capital • Mark cultural celebrations/ awareness days in a way that promotes inclusion and enhances cultural capital • Pupil voice – ensure we are seeking input from and listening to diverse pupils to understand more about their experiences • OPAL development – lens through the child on how to promote inclusion in play times 	<ul style="list-style-type: none"> • Electric Umbrella performance • Clear plan for the year ahead on which celebrations will be focused on (with a view to changing what is focused on each year to ensure greater variety) • Pupils feel they have a voice with our OPAL plans, celebrations such as Diversity Week and the curriculum redevelopment or resources • OPAL will begin and will meet the needs of all our pupils regardless of age, gender, needs, etc 	<ul style="list-style-type: none"> • To fulfil our plan from 24-25 on annual celebrations and key trips or experiences to ensure there is diversity within a child's time at Strathmore. • Continue to develop OPAL and ensure it is meeting our DIB priorities • To facilitate a 'Human Rights Super Hero Day' to illustrate their improved knowledge of the Children's Human Rights Act. • To ensure appropriate interventions and outside agency support is available for all as required. • Monitor engagement of uptake at any extra - curricular activities or enrichment provision. Consider gender stereotype.
Community	<ul style="list-style-type: none"> • Encourage more parent/carer/wider community involvement throughout the year – e.g. come in and teach us your language, come in and show us something about your culture etc 	<ul style="list-style-type: none"> • Regularly reaching out to parents & carers in the Monday Memo, and showcasing successes in the half termly newsletter or Monday Memo to encourage others to get involved too 	<ul style="list-style-type: none"> • Consider more parents/carers supporting in clubs or event days • Bringing in members of the community to work with our pupils

	<ul style="list-style-type: none"> • Ensure all parents can access our letters, memos, emails, etc. 	<ul style="list-style-type: none"> • Questionnaire to parents and carers on how best to deliver DIB to our pupils and asking for support within Diversity Week. • Look into options for translating documents for parents/carers 	<ul style="list-style-type: none"> • Consider other ways we can support the local community other than food bank
Other	<ul style="list-style-type: none"> • Diversity in Schools Week w/c 23 June (building on the success of International Day) – planning enriching experiences that celebrate diversity & different cultures, ideally involving members of the community/parents 	<ul style="list-style-type: none"> • More parent/carers/community involvement. • Having a focus on this throughout the week (not just on one day as it was when we celebrated International Day) 	<ul style="list-style-type: none"> • Repeat this but include more local people / resources • Links with other schools celebrating DIB • To develop a wellbeing team to focus on the well-being and happiness factor of children and staff. • Continued focus on increasing diversity of governing board