

## BLACK HERITAGE GROUP ACTION PLAN 2022-2025

Firs Farm Primary School						
<b>Key Priorities</b>	To ensure children and families of Black Heritage are: <ol style="list-style-type: none"> <li>1. Diversity at FF is recognised and BH profile and is raised in all aspects of the school including the curriculum and environment.</li> <li>2. Conscious/Unconscious bias including negative stereotypes/bias challenged and identified.</li> <li>3. Children's attainment tracked to secure the best outcomes.</li> <li>4. Effective engagement with the community including local business to raise the profile of Black excellence.</li> </ol>					
<b>Measures of success Required improvements:</b>	<ul style="list-style-type: none"> <li>• Curriculum reviewed and demonstratively more representative including literature and displays/environments</li> <li>• Conscious/Unconscious bias training delivered and frequently reviewed</li> <li>• Any gaps in attainment identified, addressed and interventions delivered where needed</li> <li>• Community engagement effective. Children know and understand achievements and contributions of the Black community.</li> </ul>					
<b>Overall milestone</b>	Positive representation and outcomes for children of Black Heritage					
<b>Success evaluated by:</b>	BH Group, Governing Body, SLT					
INTENT	IMPLEMENTATION	Range of dates	Lead	Support/ Resource	Monitoring	IMPACT
To review curriculum to ensure it is representative of black heritage (from a range of backgrounds from the diaspora e.g. Caribbean, Africa)	<ul style="list-style-type: none"> <li>• Subject leads review medium term plans to identify units/areas where representation can be introduced and/or improved. Subject leads update teachers as needed.</li> <li>• English &amp; Reading leads review library books (class libraries and the main library) and make recommendations for improvement <b>Audit complete. Once funding is in place we can start ordering stock for library/book corners.</b></li> <li>• Teachers to be aware of ensuring representation is positive when planning units of work</li> </ul>	Sept22-July 23  Autumn Term  Sept 22-July 23 <b>Audit/spine completed</b>  Oct 22 <b>Completed</b>  June 23	Subject leads  AS BH group  CTs  JH/Subject leads	Subject leads action plans  Medium and long-term plans  Reading spines/core lists updated. Involvement of BH group in this  Inset around improving representation. School audit images around communal areas. Involvement of BH group in this.  Subject leads contribute to overview.	Subject leads action plan monitored. Regular focus in subject lead meetings.  Reading lead/English Lead to advise SLT  Clear focus during monitoring and evaluation by Headship/SLT of teachers planning, environments etc  Planning for event weeks/months reviewed by SLT	Curriculum effectively reviewed and representation of BH improved.  Children able to identify themselves and their culture in books and literature across the school.  Theme weeks successfully delivered and meaningful (not a box ticking exercise)

	<ul style="list-style-type: none"> <li>• Black History Month reinstated to the whole of October. History Lead work with other subject leads to create cross-curricular opportunities to ensure it is meaningful. <b>Completed.</b></li> <li>• Celebration of the Windrush generation to be widened e.g. involvement of local business, professionals and those who have made a contribution to society/communities</li> </ul>					
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Evaluation:

Next steps:

INTENT	IMPLEMENTATION	Range of dates	Lead	Support/ Resource	Monitoring	IMPACT
Conscious/Unconscious bias training and staff equipped to identify and remove negative bias and racism.	<ul style="list-style-type: none"> <li>• Staff receive bias training: Marva Rollins <del>Sept 22</del> <b>Jan 23</b></li> <li>• Following training set up regular meetings with staff to review and challenge</li> <li>• Review of schools systems and monitoring of sanctions/exclusions etc to include ethnicity.</li> </ul>	Sept 22  Sept 22-25	NH	<del>Training: Sept 22</del> <b>Training: Jan Inset (provided by HEP)</b> NH to review other resources training available  <b>Equality Dept</b> <b>Salesforce: Focus on Staff Bias.</b>	SLT Staff meetings Pupil voice	Staff have skills to effectively identify and remove negative bias.  No bias of any ethnicity in behaviour/exclusions

Evaluation:

Next steps:



INTENT	IMPLEMENTATION	Start date	Lead	Support/Resource	Monitoring	IMPACT
<p>Children to attain the highest possible outcomes according to their ability.</p>	<ul style="list-style-type: none"> <li>Children of black heritage's attainment and progress tracked as a separate group <b>Assmt/Data week w/c 21 Nov</b></li> <li>Pupil progress meetings ensure that some of the time is spent on attainment/progress for Black Heritage children</li> <li>Interventions put in place where needed either in class (planning) or smaller group/individual work</li> <li>Parent/carer engagement to ensure parents are clear on what their children need to do and how to support that <b>Monitoring attendance at consultations (need a report crated from Arbor) and workshops.</b></li> <li>Year 5 and 6 have access to career/academic pathways, success stories, role models <b>W/C 3<sup>rd</sup> July 2023</b></li> <li>Transition work in Year 6 to ensure smooth cross-over to secondary school e.g. talk to secondary schools about projects or work we can support</li> </ul>	<p>Autumn 2022 -2025</p>	<p>JB</p> <p>CTs/PP meetings</p> <p>CTs/SLT/Inclusion</p> <p>HT/Phase leader</p> <p>HT/Phase leader</p> <p>Phase Leader</p>	<p>Data Journey presented to governing body and CTs.</p> <p>Actions for identified gaps or issues in attainment/progress.</p> <p>Parent/carer engagement diary.</p> <p>Phase Leader action plan for 5 and 6.</p>	<p>Pupil progress notes/actions monitored by SLT</p> <p>Data Journey has specific focus on BH children</p> <p>Parental engagement and opportunities for Career Fairs etc monitored by Headship.</p>	<p>No gaps between BH and non-BH groups</p> <p>BH children good or better progress from Rec to Y6</p> <p>Interventions time-limited and effective</p> <p>Children have clear understanding of opportunities open to them</p> <p>Transition to KS3 improved. Gap at KS3 diminished.</p>
<p>Evaluation:</p> <p>Next steps: Re-do Audit sent by Marva.</p>						

Objectives	Action / tasks	Start date	Lead	Support/ Resource	Monitoring	Milestone/ Success criteria
Effective engagement with the community including local business. Raise the profile of Black excellence, the advantages of immigration and contributions to society/communities/economy/culture.	<ul style="list-style-type: none"> <li>BH group high profile. Engagement with school in reviewing curriculum, environment, SMSC areas</li> <li>Raised attendance of BH families at engagement opportunities e.g. phonics workshop and/or specific focus.</li> <li>Local business, success businesspeople, professionals, academic engage with school to share their success, journey etc.</li> </ul>	From Autumn 2022-25	NH Phase Leaders Subject leads	<p>BH group clearly established and high profile e.g. webpage, attendance at meetings etc</p> <p>Clear part of parent/carer engagement strategy to be in place for 22-23 academic year</p> <p>BH Group support development of list of businesses, professionals, academics who could support the school</p>	Governing Body/Headship BH group	Improvement engagement with BH families and local community.
<p>Evaluation:</p> <p>Next steps:</p>						

**ADDITIONAL ACTIONS TO BE CONSIDERED:**

- BH representation in teaching staff
- BH representation at SLT/Headship