



# Diversity at Balfour 2021-21



## Progress so far:

- Diversity Working party set up (SFG, JW, DL, KK, JF).
- Unconscious bias training** for all staff September 20.
- Staff and parent questionnaire** carried out and feedback used to inform next steps.
- Parent forum** held to discuss school provision and potential future actions.
- Diversity** considered as part of **all lesson planning**.
- Diversity** considered as part of **subject leader monitoring**.
- Guided reading texts** chosen by year groups to represent diversity.
- Assembly** programme ensures content is diverse and current.
- Analysis of pupil/family/staff data to capture ethnic and cultural demographic.
- Social Responsibility curriculum-links** to the global goals threaded through learning in other subjects.



## Diversity next steps for 2021-22:

- Further staff training** to be organised for 2021-22 (awaiting update from LA).
- Analyse staff data to capture ethnic and cultural demographic.
- Further input related to curriculum planning to be a focus to ensure that examples and resources used in teaching and learning are diverse and representative of BAME people and protected groups.
- Regular parent forums to be held to share ideas and listen to the experiences of families at Balfour.

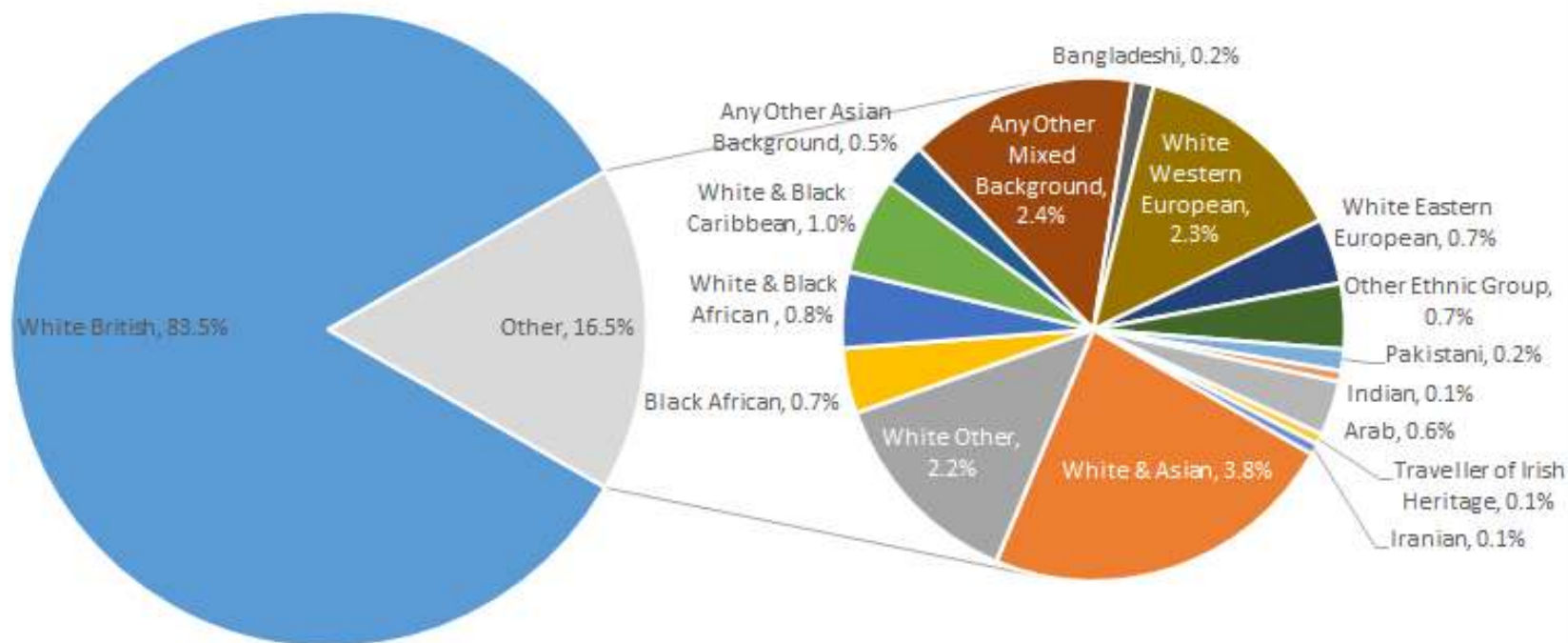


# Diversity next steps for 2021-22:

- Engage with the LA re: B&H Anti-Racist strategy and steps that are most appropriate for the Balfour community.
- Appoint Equalities and Diversity NEU rep.
- Completion of a Whole School Anti-Racist Audit to inform action plan.
- Application for funding to carry out a research project on a unit of History planning to ensure it is anti-racist and diverse. Learning from this can be shared with other subject leaders.



## WHOLE SCHOOL





# Diversity Book Review- Autumn 2021

Question to consider	Number/ How many?	What did you notice?
How many books have a main character who is clearly from a BAME background?		
How many books include characters who are clearly from a BAME background, but mainly in the background or margins (e.g. only as a few black or brown faces in a white crowd)?		
Are the BAME characters described well? Do you feel as though you know what they look and feel like? Do you feel they are stereotypical?		
Do the BAME characters in the story experience success?		
Are the BAME characters represented as being equal to white characters?		
Do the stories that include BAME characters also include slavery or racism?  Or are these themes not included?		
Does the book include British history and the achievements of BAME characters or is it focused more on American or global history?		
Does the story take place in the UK or another country?		
Are the books featuring BAME people high-quality texts with engaging stories and illustrations? Do pupils enjoy them, choose to select them from the shelf or borrow them from the library?		
Which books are used as part of displays, or have their covers facing outwards – are BAME people visible on book covers?		
Is it obvious which books feature BAME characters, and are they easy to find? —		





## Autumn 1 actions:

- Black History Month:** each year group have been allocated 4 diversity books to rotate on a weekly basis 'Book of the Week.' Contributions from Black female scientists in space development.
- Y5 and Y6 pupils to carry out an audit of books in classrooms to review the quality and range of books from BAME authors/characters/storylines.**
- Y4 have researched BAME scientists and begin each science lesson reviewing their contributions to science.
- World Book Day in March could be focused around parents reading a story from their culture, potentially in their mother tongue and in English for children.
- Explore parents views of terminology used in school by staff eg BAME, persons of colour, Black etc.**