



BENFIELD SCHOOL
Equality & Diversity Action Plan 2020-21
December 2020

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Key Area: Unconscious bias training for staff					
Specific Focus	Key Steps	Who	By When	Success Criteria	Evaluation (April '21)
Staff CPD online e.g., https://www.highspeedtraining.co.uk/business-skills/unconscious-bias-training-course.aspx	Staff to take online course	All	By Easter	Completion of course	
Staff reading list of unconscious bias books to be brought for library e.g. https://www.bameednetwork.com/books/	SW to source and buy a range of recommended reading material	SW	By Feb half term	Library has a good range of books to support reading on Unconscious Bias Takeaways from books published on Thursday think piece to all staff via email (SW)	
BAME/ POC lead in each Department	To select a key member of staff to be the BAME/ POC lead	All	Week beginning 1 st Feb.	These staff identified to have first meeting with SW via TEAMS These staff will be allies to the BAME/POC agenda and also staff voice for each dept.	

Key Area: Establish a Benfield School staff anti-racism working group					
Specific Focus	Key Steps	Who	By When	Success Criteria	Evaluation (April '21)
Identify key staff within the existing Equality and Diversity group to lead on BAME/ POC	SW to lead on BAME/POC agenda within the E and D team with LLM	SW	Week beginning 1 st Feb.	Two/ three identified whole school staff to lead on BAME/POC agenda	

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				Such staff to liaise with Dept BAME/POC leads on whole school agenda	
Identified staff to help plan for the implementation of the BAME/POC agenda and be able to evaluate its impact during the year	Meet with BAME/POC team to take responsibility to implement the agenda, support it and be able to evaluate its ongoing impact.	SW	Ongoing	Identified staff work to ensure BAME/POC agenda is rolled out and continues to be of high priority ongoing. Such as day to day, assemblies, guest speakers, information online, use of Edukit app and PSHE agenda (PSHE association/ DFE guidance)	

Key Area: **Compile an Equality & Diversity staff reading list and ensure access by staff**

Specific Focus	Key Steps	Who	By When	Success Criteria	Evaluation (April '21)
Compile reading list for staff	Draw on support from external agencies and suggested reading online (BAMEd) to draw a reading list for staff. Support, information and books in the library	SW	Feb half term	A good range of diverse books staff; to be read to upskill them or can be used to inform their teaching. Takeaways from books published on Thursday think piece to all staff via email (SW)	
Compile reading list for students	Draw on support from external agencies and suggested reading online (BAMEd) to draw a reading list for students. Support, information and books in the library	SW	Feb half term	A good range of books available in the school library for students to read and have access to.	

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				Takeaways from the books posted out on Edukit for them to read on their phones.	
Display of important information in each year group area of school. A timeline of BAME/POC events	Top BAME/POC influencers, celebration of events, historical moments, information on voice to be prepared and displayed in key areas for students to read	SW/MC	Feb half term	A full coverage of top information on BAME/POC key historical events, top 100 people, BLM, Leaders to be displayed	

Key Area: Review and implement increased profile of Equality & Diversity (BAME/POC)						
Specific Focus	Key Steps	Who	By When	Success Criteria	Evaluation (April '21)	
Reception area	A celebration and summary of information covering work on the BAME/POC curriculum and work covered during personal development time	SW/MC	Feb half term	An informative display to all visitors to school on the work carried out around the BAME/POC agenda in our school culture		
Top BAME/POC authors- https://www.teenvogue.com/story/books-by-black-authors-2020	Display in library of authors Reading list available to students in library English would include books in lessons written by top authors	SW/LP/MC	Feb half term	Display in library Books available to read and they are advertised to students English dept have included books written by BAME/POC authors		
TOP 100 BAME/POC people https://www.100greatblackbritons.co.uk/resources.html	Display in each key stage area including the dining hall	SW/MC	Feb half term	Display of people around school in key areas where students can read a mini statement on them.		

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A year of festivals / commemorations	A month by month calendar publishes on key dates for all faiths and religions.	SW	Ongoing	Key dates published with reading material via Edukit app, school food where possible to reflect this and be served to students. RE at KS3 and learning in PSHE/assembly time to reflect this with key information supplied to students with further reading	
'This is me' challenge	All students to complete this is me challenge whilst in lockdown via TEAMS	SW	Ongoing	Student to complete 'This is me' challenge at home on their heritage, culture, traditions and key times of the year they celebrate. Information will be compiled and a display will be produced in school to show 'bigger picture' on our community of learners.	
Time line of key BAME/POC events in history – https://libguides.ioe.ac.uk/BAMEResources/blackhistorymonth	Display of key events in history.	SW/MC	Easter	A timeline of key events to be created and used as a display in school for students to read. Such dates will also be used as key assemblies/ PSHE time during the school calendar.	

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BAME/POC power list – https://blackeconomics.co.uk/2019/10/31/power-list-100-most-influential-black-people-in-the-uk-2020/	Power list to be shown on Edukit app. List to be displayed and celebrated around school	SW/MC	Easter	Key people on the published power list to be used as display material around the site. All of which will be available on the Edukit app to view	
Black history month- https://www.tes.com/teaching-resources/black-history-month	Black history month work during, RE, History, PSHE, assembly time	SW/LLM	Ongoing	Full month celebrated by use of published resources, assembly time, uploading of key videos to Edukit app, form time work and guest speakers	
SELMA – https://hackinghate.eu/	SLEMA resources used in PSHE time/ L2L	SW/form teachers	Ongoing	Resources on SLEMA website used to ensure education on hate crime is current and completed. Form time/ assembly time/ L2L KS3 to use these as part of PSHE agenda	
Edukit App- https://www.edukit.org.uk/	App launch Jan 2021	SW/JS	Ongoing	All students to have access to Edukit app. Platform for information giving on well-being, personal development agenda and also can gather students voice on topics such as BLM	
Streetwise	Continued support to work with our BAME boys and Girls onsite	SW Streetwise staff	Ongoing	Level up course looks at heritage, culture and expectations of students	

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	completing level up course			in their community. It looks at mental health and being a good citizen. 8x 1 hour lessons will continue either online or face to face.	
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Key Area: Conduct a full audit of the Benfield School curriculum and its schemes of learning to evaluate Equality & Diversity content and coverage					
Specific Focus	Key Steps	Who	By When	Success Criteria	Evaluation (April '21)
Audit of curriculum areas and subject curriculum	Department to complete audit on subject and how BAME/POC is included in their planning and teaching	SW/All	Easter	All departments have clearly identified where and how BAME/POC agenda is covered Departments will ensure if coverage is poor, they increase its capacity within their planning moving forward	
Audit of PSHE/ personal development agenda	SW to complete audit on PSHE agenda to highlight where BAME/POC is covered	SW/LLM	Easter	New action plan is implemented into current work planned for this academic year	
Audit on staff voice	SW to hold staff voice on how BAME/POC agenda can be developed to support the upskill of staff	SW/All	Easter	Staff voice informs future planning, CPD and teaching of students both in subject areas and personal development time Supports the writing of a new policy to support our long term commitment to anti-racism	

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Audit on parent voice	SW to hold parent voice on home BAME/POC agenda can be developed to support our students and their wider community	SW/JS	Easter	Parents voice via online survey to inform future planning and implementation on BAME/POC agenda	
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Supporting links

<https://drive.google.com/drive/folders/1FpbD7YA1A9vUvasH6Jv5h1Lh5maHYIdT>

<https://www.bameednetwork.com/resources/bameed-resources/advice-for-being-an-ally/>

<https://www.bameednetwork.com/wp-content/uploads/2020/10/Books-for-children.pdf>