

## EDI Committee

### School Representatives:

- Katie Bradley, Valley
- Liz Quayle, Crofton Schools, Vice Chair, EDI Committee
- Luna Shacklock, Cage Green
- Suzanne Leader, River Mill
- Vydaisha Singh, Raglan

### Trustees:

- Andrea Carter, CEO
- Devinia Curtis, Trustee
- Marie Powell, Trustee
- Naureen Khalid, Trustee
- Scott Pinder, Chair of the Board of Trustees and Chair of the EDI Committee

## Welcome,

To our first Equality, Diversity and Inclusion (EDI) Newsletter. We are piloting this format to communicate our commitment and progress on EDI initiatives and activities within our schools, feedback is welcomed.

Connect Schools Academy Trust (CSAT) is committed to promoting equality and tackling the barriers which could lead to inequality.

CSAT believes that EDI initiatives at the Trust should permeate all aspects of school life and is the responsibility of every member of the schools and the wider community.

EDI Committee

c/o [SPinder@crofton-jun.bromley.sch.uk](mailto:SPinder@crofton-jun.bromley.sch.uk)

## What do the terms mean?

**Equality:** addressing imbalance, advocating fairness, providing access to participation to all individuals and taking action to protect those discriminated against.

**Diversity:** appreciating and recognising all individuals for their uniqueness and accomplishments. Reviewing and diversifying our Trust, academic sources and content of our curriculum to reflect both the communities we serve as well as the wider society.

**Inclusion:** creating an inclusive working and learning environment, one where every member of our Trust community feels respected, valued, has a sense of belonging, is able to be themselves and do their best work.

## Reducing the impact of COVID-19

Our schools continue to deliver and evaluate the action plans that they created in response to COVID-19, this remains a key priority. The plans aim to address gaps in learning, improve well-being and provide additional support to those disproportionately affected by the pandemic.

Activities have included:

- ✓ Laptops/tablets for home-learning during lockdown/bubble closures, printing of material
- ✓ Additional teaching for children that required more support
- ✓ Review of remote learning, with teachers and parents/carers
- ✓ Methods to alleviate teachers' additional workload e.g., provide extra time for class planning
- ✓ Increase in Maths, English and outdoor learning/PE sessions
- ✓ Phased re-introduction back to school for children with anxiety or medical conditions
- ✓ Hosting an online forum with external agencies to support parents/carers
- ✓ Working with parents to deliver Black History month and initiate a review of the curriculum

## Book audit

*'Children need both mirrors and windows. Many children of colour see the world only through windows and they need mirrors. And other children only see mirrors and they need to see the world through windows'.*

*Mylo Freeman  
Author of Princess Anabelle*

We have been conducting an audit of the books used within our schools, with the purpose of increasing the diversity of our literature and sources of material used in the curriculum. Children being able to identify with at least some of the characters in material used can be powerful. This could include race or ethnicity, disability, socio-economic background or other inclusive topics.

## Staff survey

As part of our commitment to an inclusive working and learning environment. We have partnered with Edurio, a survey provider, to carry out an EDI staff survey.

The questions looked at on-the-job experience, the recruitment process and career progression, as well as asking our staff, how satisfied they were with existing training around EDI and the support they needed.

We are in the process of analysing the responses, with a view to share both our findings and the supporting action plan with our staff.

## Diverse reading books

Based on our book audit, here is a sample of recommended diverse book titles. During the summer, you may want to add to your collection at home or borrow a few of these titles from your local library.

### Early Years (age 3 - 5 yrs.)

1. All are Welcome by Alexander Penfold (*Diversity & inclusion*)
2. I am Brown by Ashok Banker (*Celebrates diversity, variety of faiths and culture*)
3. Julian is a Mermaid by Jessica Love (*Inclusion & acceptance*)
4. Super Duper You by Sophy Henn (*Aspirations & ambition*)
5. Talking Is Not My Thing by Rose Robbins (*Autism*)

### Key Stage 1 (age 5 - 7 yrs.)

1. Greta and the Giants: inspired by Greta Thunberg by Zoe Tucker (*Gender equality*)
2. Coming to England by Baroness Floella Benjamin and Joelle Avelino (*The Windrush / immigration*) – also available as a picture book for Early Years.
3. Lila and the Secret of the Rain by David Conway (*Overcoming difficulties with race*)
4. Izzy Gismo by Pip Jones (*Aspirations and ambition*)

### Key Stage 2 (age 7 - 11 yrs.)

1. The Boy at the Back of the Class by Onjali Rauf (*Refugee crisis*)
2. Malala: My Story of Standing Up for Girls' Rights by Malala Yousafzai (*Gender equality*)
3. You Are a Champion by Marcus Rashford (*Aspirations & ambition*)
4. Fish in a Tree by Lynda Mullaly Hunt (*Dyslexia*)
5. Running on the Roof of the World by Jess Butterworth (*Religion & conflict*)

## Areas of Focus

Exploring these areas will help us to better understand where we have challenges and develop tangible action plans for change.

1. Curriculum, teaching and learning
2. Pupils' progress, attainment & assessments
3. Staff recruitment and professional development
4. Trust and school policies and procedures
5. Partnerships with parents and communities
6. Governance recruitment and professional development