



Hampshire
County Council

Improvement and
Advisory Service

LA IDP Staff meeting

5th June 2024

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unicef 

School reflections

The children in the video children stood up for their rights under [the UNCRC](#).

How do you advocate for children's rights in your school?

How do you empower children to stand up for their rights and those of others?

How to Have Conversations About Race at Work - YouTube



Curious

Courageous

Courteous

Collaborative



How to Have Conversations About
Race at Work - YouTube

The Power of words



From shared language comes shared expectations which reinforces shared values

Inclusive language goes beyond mere words;

It reflects a mindset of respect and recognition for all individuals, regardless of their background, identity, or abilities.

It's about creating an environment where everyone feels valued and included, regardless of their background, gender, ability, or other characteristics.

10 Top Tips on Using Inclusive Language - What Not to Say - Jenny Garrett Global

What are Microaggressions?

The American National Institutes for Health states:

“Microaggressions are everyday verbal, nonverbal, and environmental slights, snubs, or insults – whether intentional or unintentional – that communicate hostile, derogatory, or negative messages to individuals based solely upon their marginalised group membership. Microaggressions repeat or affirm stereotypes about a minority group, and they tend to minimize the existence of discrimination or bias, intentional or not.”

There are three types of microaggressions:

- Microinsults (usually unconscious, and convey rudeness/insensitivity)
- Microassaults (often conscious, and are deliberate and derogatory)
- Microinvalidations (usually unconscious, and exclude the thoughts, feelings, or experiences of a minority group).

Examples of Microaggressions

Backhanded compliments

Saying things like, 'You're very articulate for a person from [insert race, ethnicity, country or culture here]'.

Physically touching

Asking to touch or physically touching another person's hair, skin, jewellery or clothing that is linked to someone's ethnic or cultural heritage.

Stereotyping

Making assumptions about a person based on biases that could be related to performance, diet, attitudes, music and pretty much anything.

Making someone feel invisible

This can be something like continuously pronouncing someone's name wrong or choosing to give them a nickname if you don't know how to pronounce their name. Or just ignoring them all together.

Making uninvited comments

Making negative comments about a person's choice of food, dress sense, physical appearance or the place or country they're from.

[Microaggressions | Girlguiding](#)

Avoiding Microaggressions

1) Think first

Being aware of what microaggressions are and having some empathy and understanding for a person receiving them is a good start and will probably be the best way to avoid doing them.

2) Do your research

Even if in your mind you're being complimentary, consider the history behind your words and actions.

3) Don't be afraid of criticism

If someone does call you out on something you've said, simply apologise. Even if your intentions were good, try not to explain yourself too much. Acknowledging that the impact of what you've said is far more important than your original intent and is a great way to show the other person that you respect their feelings.

<https://www.girlguiding.org.uk/what-we-do/blog/microaggressions/>

Terms covering ethnicity

- Grouping people by ethnic background may often not be useful and easily lead to misunderstanding.
- The term 'ethnic minority' emphasizes ethnicity as the principal factor. Since there is a tendency to conflate 'ethnic' with not-white, the term could be perceived as implying the issue is with people being not-white, i.e. that non-white people are the issue.
- The term 'minority ethnic' is preferable as it highlights the fact that everyone has an ethnicity, and the issues being referred to relate to minority groups (and, potentially, the discrimination they face).
- When it's necessary to refer to someone's race or ethnicity and you are uncertain about the terms to use, ask them how they wish to be described.

Terms carrying connotations

- While not offensive in themselves, many words and phrases carry negative connotations. It is therefore important to avoid terms using 'black' to portray negativity but with no direct link to skin colour, such as: 'black sheep of the family'; 'blacklist'; 'black mark'; 'black look'.

Challenging Microaggressions

- Challenge the behaviour or attitude, rather than the person themselves (because they may not have done it on purpose)
- Use agitating questions – How do you mean that? Do you understand the impact of that word/phrase?
- Emphasize that the impact of what was said is more important than the intent behind it.
- Explore rephrasing/rethinking the language used.
- Challenge stereotypes with accurate information in the moment, whenever possible.

Chitra Nadarajah



Strategic Manager for Climate Change based in Winchester

"I am a Sri Lankan/Malaysian who grew up all over the world as my father was a diplomat. We lived in Brazil, Baghdad and France. It was an amazing and privileged life that opened my eyes to the diversity in the world and how difficult it can be as a foreigner to adjust and adapt. I came to the UK at 15 and have been here ever since. Nowhere really felt like home until the UK. I have never thought of myself as an "immigrant" just a global citizen and I was never treated like one...until more recently."

School reflections

What does a sense of belonging mean to you as a school?

What are some of the things that might make someone feel that they don't belong and how might you role model effective challenge in those situations?





Hampshire
County Council

Ethnic Minority and Traveller
Achievement Service

Persona Dolls

June 2024

Dr Sarah Coles

How might Persona Dolls be used?

- To validate and support children's understanding of similarities and differences
- To introduce aspects of diversity/raise awareness
- To address a specific equalities issue

Nb: it is important NOT to mirror the problem you are addressing with your children with the problem your Persona Doll is faced with – address **causes** rather than **symptoms**.





What's the idea behind Persona Dolls?

- provide an engaging and interactive safe space wherein children can explore challenging issues, share their lived experiences & their ideas, and have their voices heard.
- designed to challenge bias and stereotypes which so many of our youngest learners will have already encountered.

The dolls can be used to encourage children

- to reflect on these issues and experiences
- to consider the impact they may have on a person
- to suggest what they might do to resolve the specific problem brought by the doll.

Where Persona Dolls fit

The Persona Dolls work beautifully within the EYFS and KS1/2 curriculum.

They are not an add-on lesson, but an alternative way to approach the curriculum.

Curriculum objectives that are met by working with the Persona Dolls can be found on the next 2 slides.

EYFS Curriculum Links

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world.

Personal Social and Emotional Development

- **Self-Regulation:** Show an understanding of their own feelings and those of others.
- **Managing Self:** Explain the reasons for rules, know right from wrong and try to behave accordingly.
- **Building Relationships:** Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

Understanding The World

- **Past and Present:** Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.
- **People, Culture and Communities:** Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries.
- **The Natural World:** Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences.

Key Stage 1 & 2 Curriculum Links

In primary schools, we want to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

Relationships and Sex Education

- **Families And People Who Care For Me:** That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- **Caring Friendships:** That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- **Respectful Relationships:** The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. - Practical steps they can take in a range of different contexts to improve or support respectful relationships. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others. - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. - Understands what a stereotype is, and how stereotypes can be unfair, negative or destructive.

Achieving a relationship between the pupils and the Persona Doll

The Persona Dolls soon become small friends with whom children develop a bond, wanting to help and protect. The key is to use a Persona Doll that can provide both mirrors and windows

MIRRORS

- Persona Dolls bring stories that engage children, that mirror their lived experiences & provide opportunities for the child's voice to be heard & valued.

WINDOWS

- Persona Dolls bring identities & backgrounds that open windows on to diversity & provide opportunities for children to develop a positive attitude towards difference.






Choosing a suitable Persona Doll

- Select a doll with whom the class can see similarities and differences.
- Avoid using a Persona Doll that is too closely linked to a child in your class eg same nationality. Remember we want the children to see similarities but not feel that the doll is a mirror image of themselves.
- If there are any issues that have arisen in class, consider how the doll may support addressing these.
- You may wish to use the social stories from our online library or create your own. When creating your own, be mindful of cultural awareness, bias and gender stereotypes.

How might the sessions pan out?

We suggest one visit per week over a half term

- 
- Session 1** Introduce the Persona Doll. Have we ever met someone like them before? Where might they be from? How might they sound? What might they like?
 - Session 2** Time to learn more about them. Share the doll's PowerPoint to learn more about them. Watch videos, learn songs and hear more about their life.
 - Session 3** Share a social story. Choose from the library or use your own.
 - Session 4** Class to discuss ways they can support and what the doll could do to help themselves.
 - Session 5** A week's break. The doll needs to reflect on what they should do.
 - Session 6** The last visit. The doll thanks the class; they reflect about their time together and say farewell.

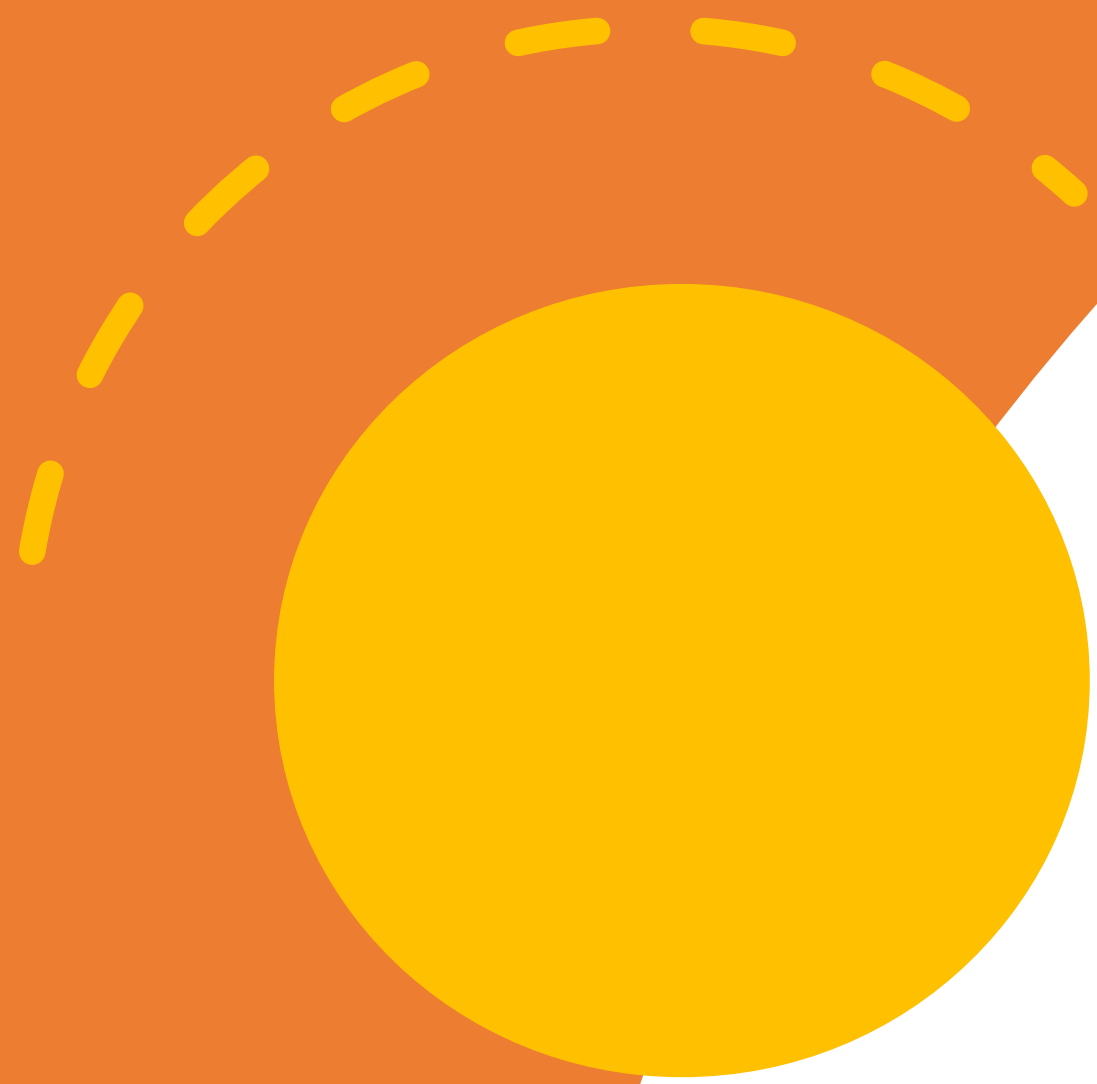
After the doll leaves, keep a lookout for an e-postcard being sent from the doll to your class.

Where do I find the resources?

All resources are available on our EMTAS Moodle.

To access the EMTAS Moodle, you must have a log in.

Contact lizzie.jenner@hants.gov.uk if you haven't got one or have forgotten your password.



Let's take a look....

[Course: Persona Dolls \(hants.gov.uk\)](https://hants.gov.uk)

Pilot: initial feedback after the first few sessions

Really well. Used with year 5 and they engaged straight away.

The powerPoint was great, just the right type of info and length. The children loved the song and learning colours in another language

Excellent. The power point and links were really interesting & provoked lots of chat from my class.

After the first visit last week, one of my (quite mature) boys said "When is that boy who was sitting with you coming back?" He was totally convinced Tobi was a real boy! Today the class loved finding out more about Tobi and telling him what food they liked and whether they'd been on a long journey. One little boy told the class that he'd been on a long trip when he moved from Hong Kong to England. Another said he'd been on a long journey to Basingstoke!

They really enjoyed watching the dancers and learning to count in Yoruba.

Case Study- Year R

Context

We have a large army catchment and lovely mixture of cultures and ethnicities within the village community.

Why did you want to get involved?

At the start of the year, we had a couple of incidents of racism. One child said he pushed another child because he didn't like black people; another child of mixed heritage said she hated her hair as people in the past had made fun of it.



Case Study- Year R

How did it go?

Our two Year R classes came together in the afternoon to meet our special visitors. The children were so engaged and loved learning about Daphrose and Antoine. They were able to relate to different aspects of life we discussed. We loved the songs and learning another language.

Our social story session was great. We found it hard to choose just one to do, as many were relevant. We may come back to a different one at a different time. We chose a parent going away, as we have many army children which have experienced this. We were amazed at how empathetic the ideas of support were.

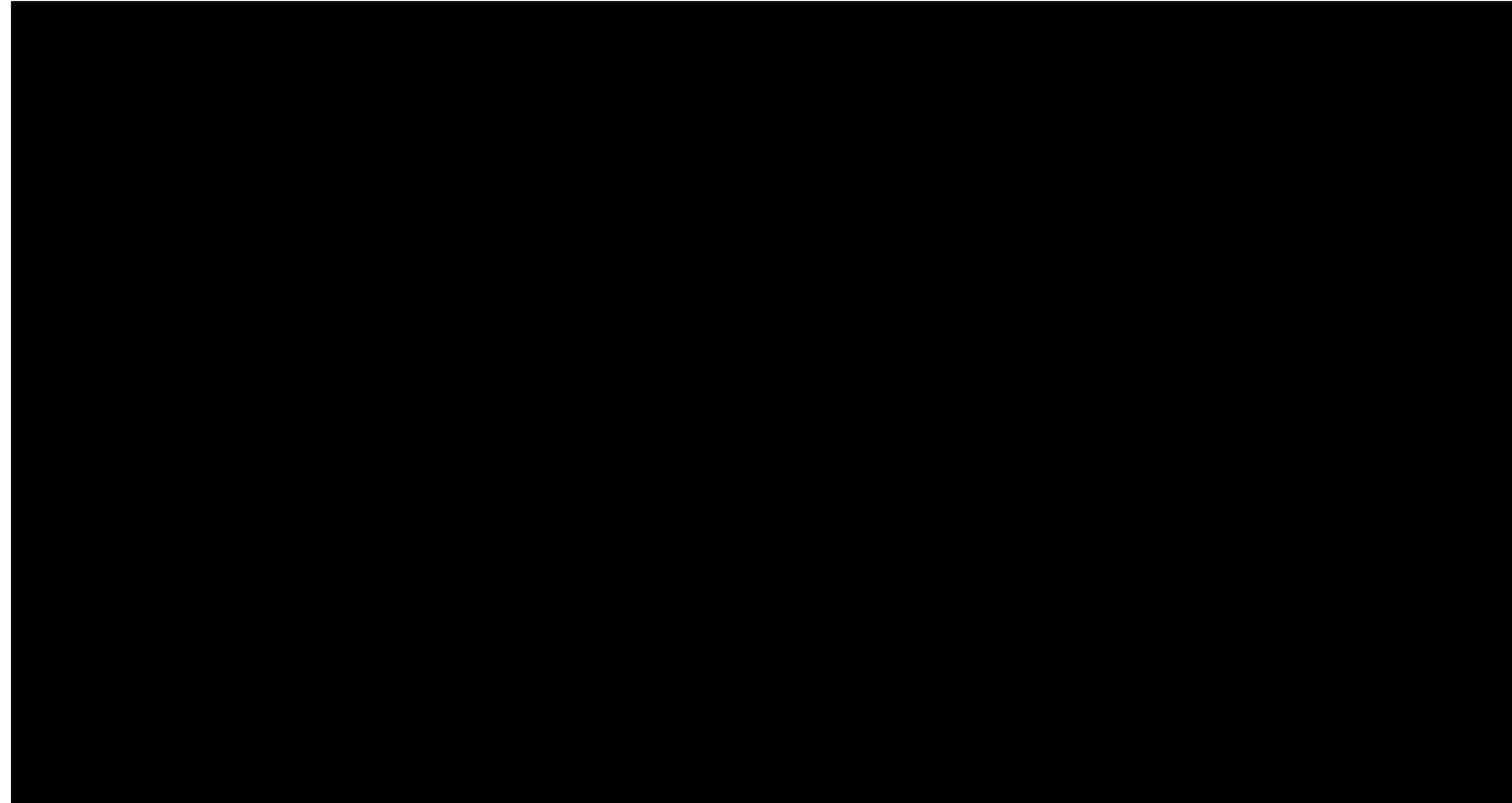
The children were sad to see them go but are looking forward to hearing how they are getting on. We have stolen the song that was in the PowerPoint and are using it in our movement breaks.

National Education Resource Award April 2024



Picture News team attended the National Education Resource Awards in Birmingham, where they won 2 Resource of the Year Awards for their Picture News resources! 🏆

"We honestly wouldn't be here without all your wonderful support. Picture News has developed and been shaped by all our brilliant supporters, teachers and schools, so we owe you a huge thank you!"



Picture News – 4-week trial



We're delighted to offer the next 4 resources of the year free of charge for you to use in school.

Centred around an engaging image from the news and a 'big question', the resources can be used as a weekly assembly, class discussion, and interactive display.

*Each week, we embed a different **British value and protected characteristic**.*

Request the free-of-charge resources [here](#).



SELF-EVALUATION TOOL FOR EQUALITY AND DIVERSITY

**Our shared vision is to make Hampshire an even better place where all children and young people-including those who are vulnerable or disadvantaged-have the best possible start in life and are supported by the whole community to succeed.
(The Hampshire Children and Young People's Plan 2022-2025)**

The aims of this self-evaluation framework are to support leaders to:

- fulfil their statutory duties under the Equality Act 2010, the Public Sector Equality Duty and the Human Rights Act 1998, and evidence this to Ofsted.
- identify areas of good practice relating to equality and diversity.
- identify areas that require more development (helping to inform a district action plan and training opportunities)
- identify where aspects of the school's provision are not adequately meeting the needs of individuals or groups of the community (pupils, staff, or parents).

This self- evaluation tool has been written with reference to: The Equality Framework for Local Government 2020, Hampshire's audit tool for SMSC, The NEU Framework for adopting an anti-racist approach, The Equality Framework produced by Essex County Council, Hampshire's Self-Assessment Tool for Rights Respecting Education.

The framework consists of the following focus areas:

1. Leadership and Management
2. Inclusion and Belonging
3. The Curriculum
4. Teaching and Learning
5. Participation and Pupil Voice
6. Prejudicial Language and Behaviour
7. The Environment
8. Engaging with parents/carers

Through a focus on equality and diversity, incidences of discrimination and racism will reduce, and settings will develop further into places where people genuinely feel that they belong. As a result, they will develop a strong and positive sense of self.

The [Public Sector Equality Duty](#) in section 149 of the Equality Act 2010 requires Ofsted, when exercising all our functions, to have due regard to the need to:

- ***eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010***
- ***advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it***
- ***foster good relations between persons who share a relevant protected characteristic and persons who do not share it.***

'All primary and secondary schools, whether state-funded or independent, should be able to demonstrate that no form of discrimination is tolerated and that pupils show respect for those who share the protected characteristics. Schools will not be able to demonstrate this by pointing to a general policy of encouraging respect for all people.' [Ofsted July 2023](#)

How do I use the Self Evaluation Tool?

Prior to exploring the framework, people might like to consider the following questions:

- What does equality mean for you in your own context?
- Does your vision of equality leave any member of the school community vulnerable or unprotected?
- How do you communicate your vision of equality within your school context?
- How do you communicate your vision for equality beyond the school context?
- How do your stakeholders experience your vision of equality? How do you know?
- What is the impact on your vision of equality?
- How can training on and the use of human rights- based approaches underpin your vision for equality in your own context?

(Celebrating Difference – Shaun Dellenty)

1. Assemble a working party to explore the tool as a group. This could include a range of staff members (including those new to the profession); a governor; pupils (including those who represent different pupil groups); parents; members of the wider community, e.g. the vicar, the Parent Support Advisor... A member of the School Leadership Team should lead the work.
2. As a group, work through each section. Whereas some points can be answered straightaway, others will require more exploration, e.g. a questionnaire/interviews/surveys...
3. Schools should use a RAG rating to determine the extent to which the school can demonstrate that they meet the statement:
 - Red: The school cannot evidence the statement at all.
 - Orange: The school can partially evidence the statement; however, there are some development points.
 - Green: The school can evidence that the statement applies in their setting.
4. If it's helpful, schools might like to include strengths or areas for development for each section, which can then help inform their summary page. They might also like to include records of any of the evidence, which could be useful for when the tool is completed in the future.
5. From the RAG ratings, identify no more than two areas for development. These will then become School Improvement Priorities for the coming year.

The following 'top tips' have also been identified, for schools to make the best use of the Self Evaluation Tool.

- Be aware of making assumptions.
- Be mindful of what data percentages might seem to represent. For example, if a school were to conduct a pupil interview asking, 'Is our school a place where you feel that you belong?' and 97% respond positively, schools will need to explore 3% of pupils who responded negatively – are they all from the same pupil group? Do they all share a protected characteristic?
- Allow sufficient time to explore the audit tool and for any surveys/questionnaires/interviews that arise from it. Time will also enable those who are absent from school to still participate.
- Acknowledge that some people may not answer honestly and may feel that they have to provide specific answers, worrying about what would happen if they spoke freely and openly.
- Capture the views of as many of the community as possible – this can be tricky when people do not wish to return questionnaires, for example, or do not participate in the research. There may be many different reasons and/or barriers why particular groups or individuals may not contribute their views and schools will want to provide support, encouragement, and openness for all members of the community to engage.
- Remember: the questions you ask will determine the answers you are given. Take time to explore and test the 'right' questions.

2. Inclusion and Belonging

What are we aiming for?	What have we identified as strengths?	How do we know? (Evidence?)
There is a shared understanding from staff of how a sense of place and belonging can impact on a sense of identity and contribute towards a positive sense of well-being.		
All staff and pupils report a sense of place and belonging through feedback and survey mechanisms.		
There are clear processes in school for eliciting staff, parent and pupil views and finding out about their experiences, ensuring that people feel included and valued, and know what actions they can take if they feel marginalised or experience discrimination.		
All pupils and staff feel safe, aspirational, accepted for who they are and able to express their identity appropriately.		
The ethos, environment and curriculum in the school reflects and engages with the wider school community.		

SELF-EVALUATION TOOL FOR EQUALITY AND DIVERSITY:



Fully funded, virtual drop-in sessions

In January 2024, the reviewed self-evaluation tool for equality and diversity was launched across the LA. To support leaders with completing the self-evaluation, and with the aim of continuing to foster a collaborative approach to the development of inclusion and diversity, a series of online sessions have been planned for leaders to attend.

These sessions will be fully funded by the LA and will provide an open forum for schools to discuss and share their strengths and to consider evidence that supports these, and to consider their areas for development.

No need to book, no need to sign up... Just join the online sessions on the day:

[Click here to join the meetings](#)

Focus	Date/Time
Leadership and Management	Thursday 18 th April, 9:30 – 10:30
Inclusion and belonging	Thursday 16 th May, 9:30 – 10:30
The Curriculum	Thursday 13 th June, 9:30 – 10:30
Teaching and Learning	Wednesday 10 th July, 9:30 – 10:30
Participation and Pupil Voice	Thursday 19 th September, 9:30 10:30
Prejudicial Language and Behaviour	Thursday 17 th October, 9:30 – 10:30
The Environment	Thursday 14 th November, 9:30 – 10:30
Engaging with Parents/Carers	Thursday 12 th December, 9:30 – 10:30

School reflection

What are we already doing well to foster a sense of belonging and identity?

What will we do next?



IDP Calendar of Events

Timeline	Event	Annual events				Additional events for 2024 – 25 (linked to the strategic plan)
		RADE Newsletter (Termly)	Network groups (Termly)	EARA groups (Termly)	New Heads' Briefings	
January	County staff meeting	↓	↓	↓		
February						
March	Strategic IDP meeting					
April	PLAB Briefings				X	SE tool drop in
May	Strategic IDP meeting				SE tool drop in	
June	County staff meeting (to include the annual commitment)				SE tool drop in	
July					SE tool drop in	
August						
September	Equalities action planning for schools		SE tool drop in			
October	School Census analysis and reporting		SE tool drop in			
November	Strategic IDP meeting	X	SE tool drop in			
December			SE tool drop in			

Aim of the events:

- Promote **collaboration**
- Strengthen staff **cultural competency**
- Support leaders to develop **courage** to drive the work forwards in their settings



Save the dates for next year's staff meetings...

January 2025						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Wednesday 29th Jan 2025

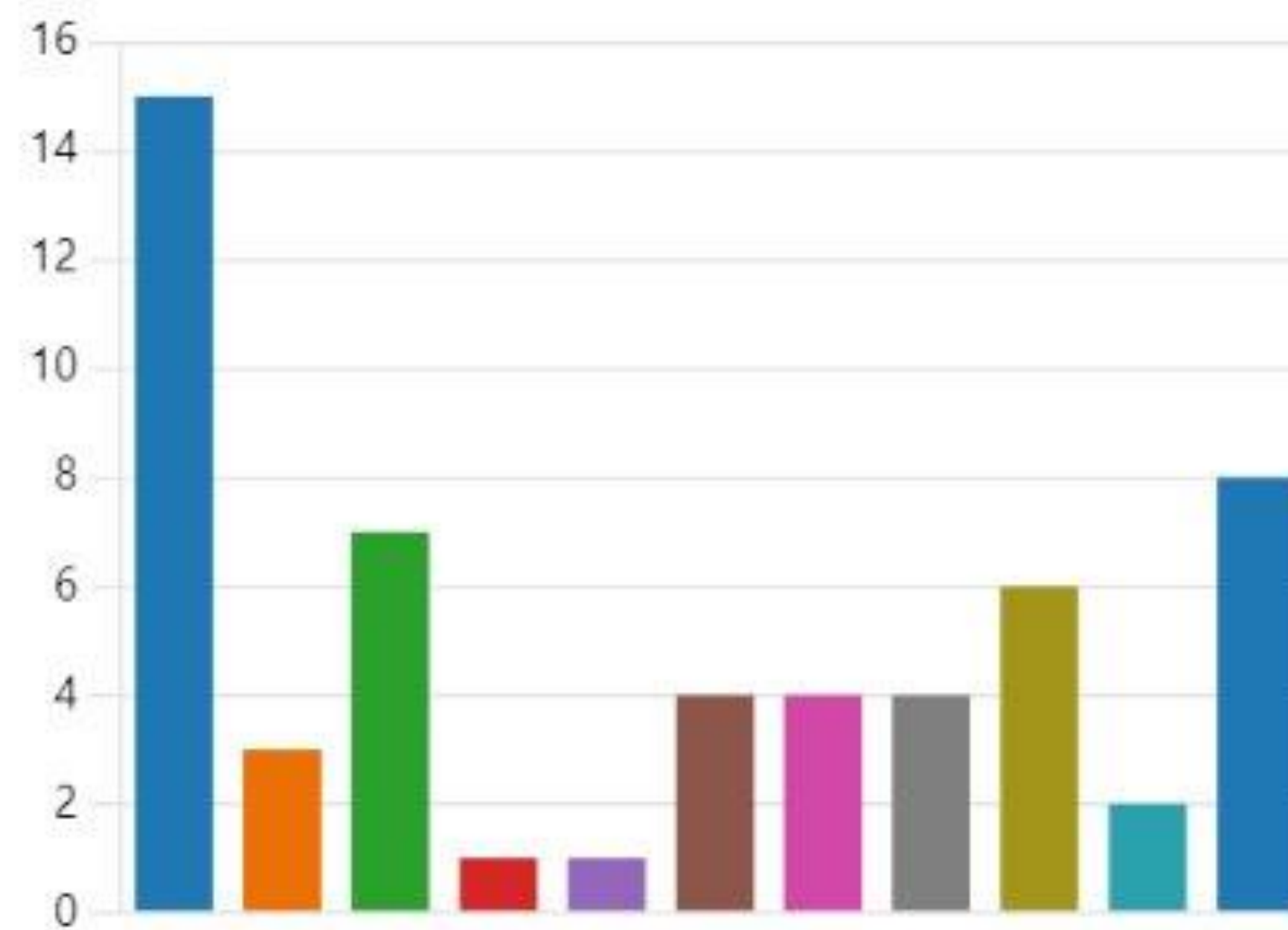
June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Wednesday, Jun 4th 2025



The Commitment

● Basingstoke and Deane	15
● East Hants	3
● Eastleigh	7
● Fareham	1
● Gosport	1
● Hart	4
● Havant	4
● New Forest	4
● Rushmoor	6
● Test Valley	2
● Winchester	8



Please click here for the [Commitment document](#)





'Our Home'

KS2/KS3 Online Assembly

Wednesday 19 June 2024,
10.00-10.30am

**Join poet and word artist
Majid Dhana for an
interactive and creative
Assembly**

**Schools registering interest
will receive an
accompanying activity pack**



Register or email
Sanctuary@winchester.ac.uk





UNIVERSITY OF
WINCHESTER
Sanctuary Network

'Our Home' in Education

Wednesday 19 June 2024

REFUGEE EDUCATION CONFERENCE

For Schools, Colleges and Universities



Register or email
Sanctuary@winchester.ac.uk



Refugee Week



Staff CPD opportunity

West Downs Quarter 09:45am – 4:00pm

Becoming a School, College or University of Sanctuary

Learn from teachers and students

Practical examples and resources

Rights & Legislation, Language & Culture, Supporting New Arrivals

Some sessions will be available online for those unable to attend in person