

Children's
Services

Inclusion and Diversity Partnership Staff Meeting

17th January 2024



Welcome

catherine.1.redgrave@hants.gov.uk



Curious



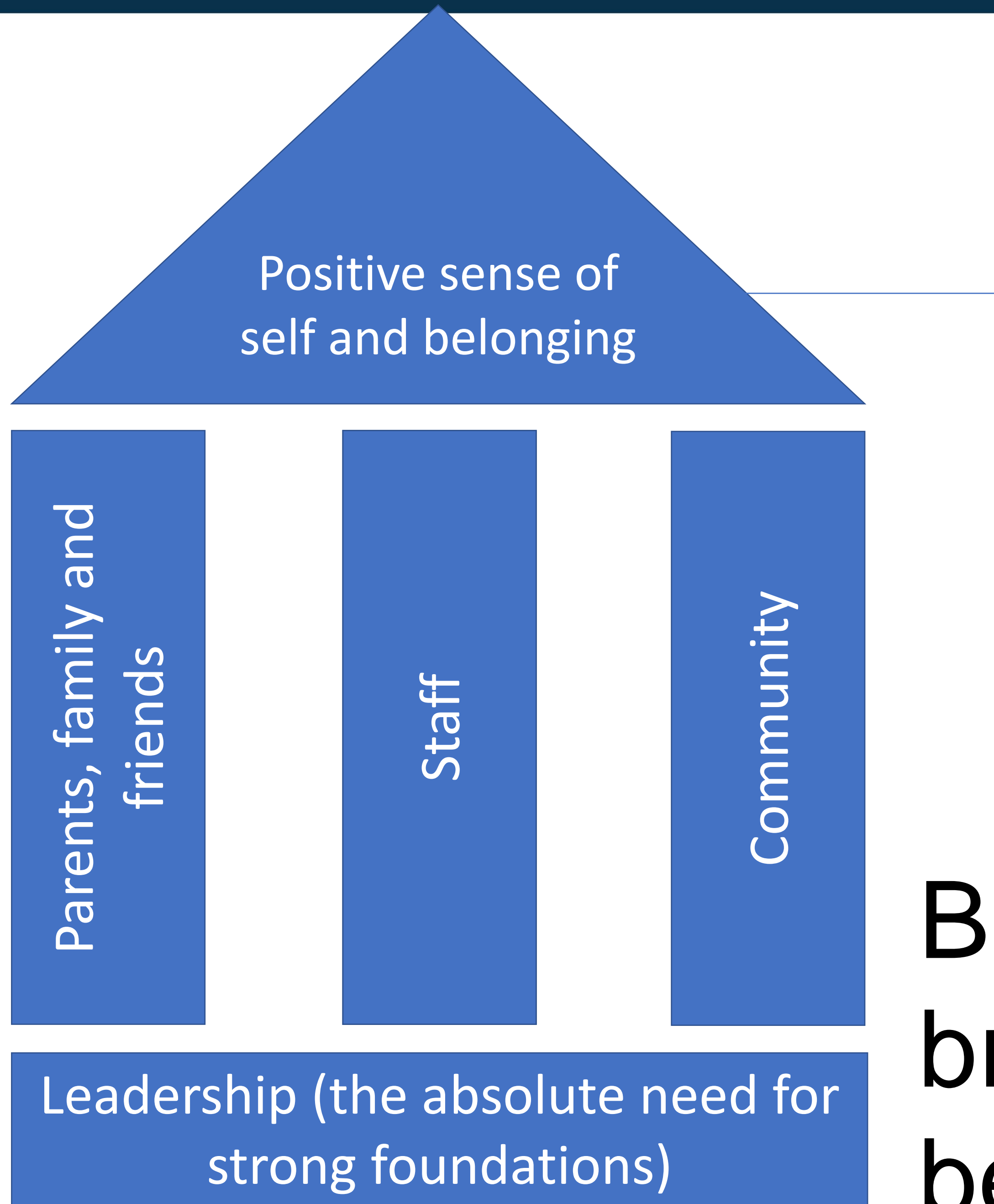
Courageous



Courteous



Collaborative



An overarching aim for all children

Building bricks to belonging



Brighton Hill Community School

Equality and Diversity Work

Statutory Duties

minnie.moore@hants.gov.uk

[EHRC \(equalityhumanrights.com\)](http://equalityhumanrights.com)

The Equality Act 2010

Protected characteristics

The Act uses the term “protected characteristics” to refer to aspects of a person’s identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

Age

Disability

Gender reassignment

Marriage and civil partnership

Pregnancy and maternity

Race

Religion or belief

Sex

Sexual orientation



CAKES NOT TRIFLES!

Intersectionality of characteristics



If a child has multiple vulnerabilities or experiences factors which put them at greater risk of under-achievement educationally, it is important that schools consider their needs in the context of those vulnerabilities/factors and the potential additional impact



Equality Act statutory duties



Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010, by removing or minimising disadvantages suffered by people due to their protected characteristic.

Advance equality of opportunity between people who share a protected characteristic and people who do not, by taking steps to meet the needs of people from protected groups where these are different from the needs of other people.

Foster good relations across all protected characteristics - between people who share a protected characteristic and people who do not, by encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

School discussion:

What do you have in place in your school that ensures the public duties are upheld? E.g. The Equalities Policy and objectives, data analysis, attendance monitoring...

What is your role in ensuring the statutory duties are fulfilled in your school?

Did you include/make reference to?

- **Improving pupil and staff mental health and wellbeing – do they have a Voice?**
- **Challenging stereotypes/assumptions and prejudicial attitudes**
- **Diversifying the curriculum offer to obtain resources which educate and increase visibility and representation.**
- **Raising aspirations of marginalised communities**
- **Reflecting on expectations of staff in relation to groups of Children and Young People and their families**
- **A need to reduce levels of bullying and associated prejudicial language**
- **Improving pupil attendance and outcomes by creating more inclusive environments**
- **Incorporating diverse perspectives as a whole school approach e.g assemblies and curriculum that highlights and recognises the contributions that marginalised communities make to society, historically and in the present day**

The Inclusion and Diversity Partnerships

kirstie-anne.sangway2@hants.gov.uk



Overarching aim

Through a focus on equality and diversity, settings will develop further into places where people genuinely feel that they belong and, as a result, they will develop a strong and positive sense of self and an appreciation of their own and others' uniqueness and identity.

BASINGSTOKE & DEANE INCLUSION & DIVERSITY PARTNERSHIP LAUNCH

11th JUNE
2021



Listen to ALL the voices in our SCHOOL

VALUE WHO YOU ARE

Self Confident

WE MUST BE BETTER!



NOT just teaching about SLAVERY

belonging MATTERS to ALL of US



We want the children to be HAPPY & SUCCESSFUL



GEORGE FLOYD's murder made us take an HONEST LOOK at what we do

How to CHALLENGE those who aren't on board

CIVIC LIFE! must REFLECT ALL



Sustained thinking

73 school partnership

MAKE TIME to MEET

SUPPORT, CHALLENGE, share PERSPECTIVES

Hampshire Services
HIAS SCHOOL IMPROVEMENT

LIVEILLUSTRATION.CO.UK
GRAPHIC RECORDING, EVENT VISUALISATION & ILLUSTRATION

December 2020

- Schools were described by respondents as ‘often weak’ in their handling of racist abuse towards BAME pupils, sometimes dismissing verbal abuse as insignificant. This led to an acceptance of abuse rather than tackling racist behaviour first-hand.
- Inquiry participants also reported feeling that schools had different expectations of their Black, Asian, Minority Ethnic students, and could lack ambition for them as a result. Similarly, participants also recounted how school staff had stereotypical assumptions about their abilities based on race.
- Black participants in the Inquiry felt strongly that the way schools taught Black history could be improved with its focus solely on slavery, neglecting to teach the positive contributions made by Black people throughout history.
- More diversity in teaching staff

BASINGSTOKE & DEANE INCLUSION & DIVERSITY PARTNERSHIP LAUNCH

11th JUNE
2021



 Hampshire Services
HIAS SCHOOL IMPROVEMENT

LIVEILLUSTRATION.CO.UK
GRAPHIC RECORDING, EVENT VISUALISATION & ILLUSTRATION

Basingstoke Gazette: 30th March 2022

Racism in schools in Hampshire worse than ever before

RACISM and prejudice in schools is being more widely reported in Hampshire than ever before.

BASINGSTOKE & DEANE INCLUSION & DIVERSITY PARTNERSHIP LAUNCH

11th JUNE
2021



Listen to **ALL** the voices in our **SCHOOL**

VALUE WHO YOU ARE

Self Confident

WE MUST do **BETTER!**

NOT just teaching about **SLAVERY**

BASINGSTOKE welcomes **ALL**

We want the children to be **HAPPY & SUCCESSFUL**



GEORGE FLOYD's murder made us take an **HONEST LOOK** at what we do

How to **CHALLENGE** those who aren't on board

CIVIC LIFE! must **REFLECT ALL**

belonging MATTERS to ALL of US

UNCONSCIOUS BIAS removed

TRAVELLER community POSITIVITY

SELF at the heart

73 school partnership

Sustained thinking

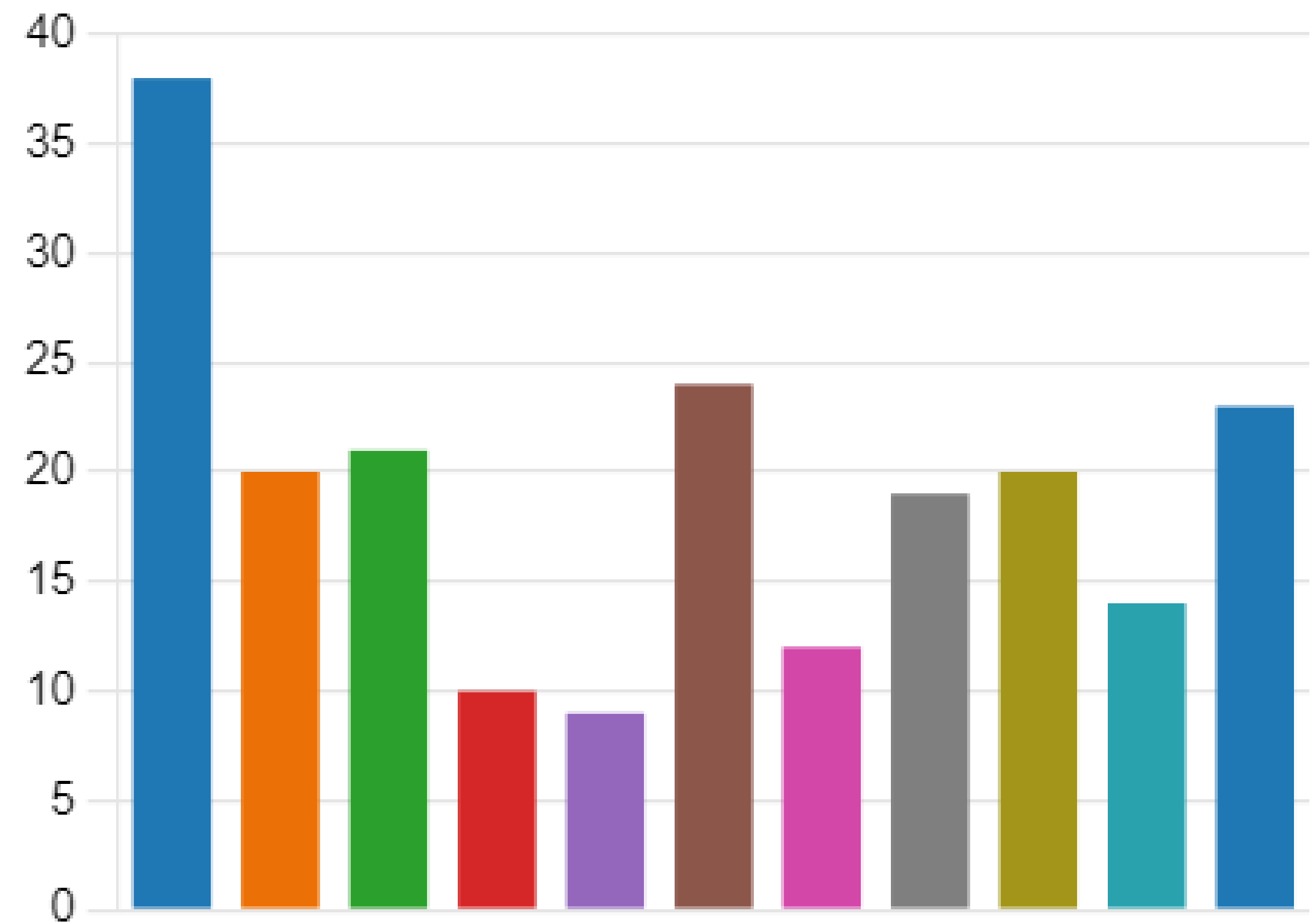
MAKE TIME to MEET

SUPPORT, CHALLENGE, share PERSPECTIVES

Hampshire Services
HIAS SCHOOL IMPROVEMENT

LIVEILLUSTRATION.CO.UK
GRAPHIC RECORDING, EVENT VISUALISATION & ILLUSTRATION

● Basingstoke and Deane	38
● East Hants	20
● Eastleigh	21
● Fareham	10
● Gosport	9
● Hart	24
● Havant	12
● New Forest	19
● Rushmoor	20
● Test Valley	14
● Winchester	23



Overarching aim

Through a focus on equality and diversity, settings will develop further into places where people genuinely feel that they belong and, as a result, they will develop a strong and positive sense of self and an appreciation of their own and others' uniqueness and identity.

Ultimately, this will impact on wider society as the children and young people in our schools today grow into tomorrow's adults. The partnership aims to shape children and develop critical thinking, skilling children up to challenge and confront prejudice, discrimination, and racism, in order for our communities to become inclusive in the broadest sense.

What have you done already/will you be doing to bring the aim to life in your school?

BASINGSTOKE & DEANE INCLUSION & DIVERSITY PARTNERSHIP LAUNCH

11th JUNE
2021



 Hampshire Services
HIAS SCHOOL IMPROVEMENT

LIVEILLUSTRATION.CO.UK
GRAPHIC RECORDING, EVENT VISUALISATION & ILLUSTRATION

Building belonging in your schools: Sec Ed, 14th November 2023

- Reinforcing culture
- Visible consistency
- Recognise talents
- Highlight contributions
- Language
- Feedback
- Collaboration
- Promoting common ground
- The role of the teacher
- Show you care
- Opportunities for connection
- Parents and families

Use of language of 'together', 'we' and 'us'. Emphasis shared, communal collaboration and community. Balance this against the use of individualism and competition, the 'you' and 'I' and 'me' that highlight separation and can cause divisions.

Wednesday, 17 Jan 2024

Also see

FEWEEK education
week jobs

**SCHOOLS
WEEK**

[ABOUT](#) [ADVERTISING](#) [SUBSCRIBER AREA](#)

[SEARCH SCHOOLS WEEK](#)



[News](#) | [Opinion](#) | [Features](#) | [Reviews](#) | [Supplements](#) | [Jobs](#)

[Subscribe](#)

What is driving persistent absence in your setting?

Early findings from ImpactEd's new research projects suggest some factors school leaders should consider when trying to improve attendance



Owen Carter
Director, ImpactEd Group

23 Oct 2023, 5:00



[See discussion](#)



- ...a statistically significant association between pupils' sense of belonging to a school and their actual likelihood of attending school...
- ...we can't currently say definitively whether sense of belonging drives attendance, or school absenteeism means a lower sense of belonging...

[The Knowledge. What drives persistent absence from school? \(schoolsweek.co.uk\)](https://schoolsweek.co.uk)

The Self-Evaluation Tool

kirstie-anne.sangway2@hants.gov.uk



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 school's focus on equality and diversity, incidences of discrimination and racism will reduce, schools will develop further into places where people genuinely feel that they belong and, 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](#)**

The self-evaluation tool

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)

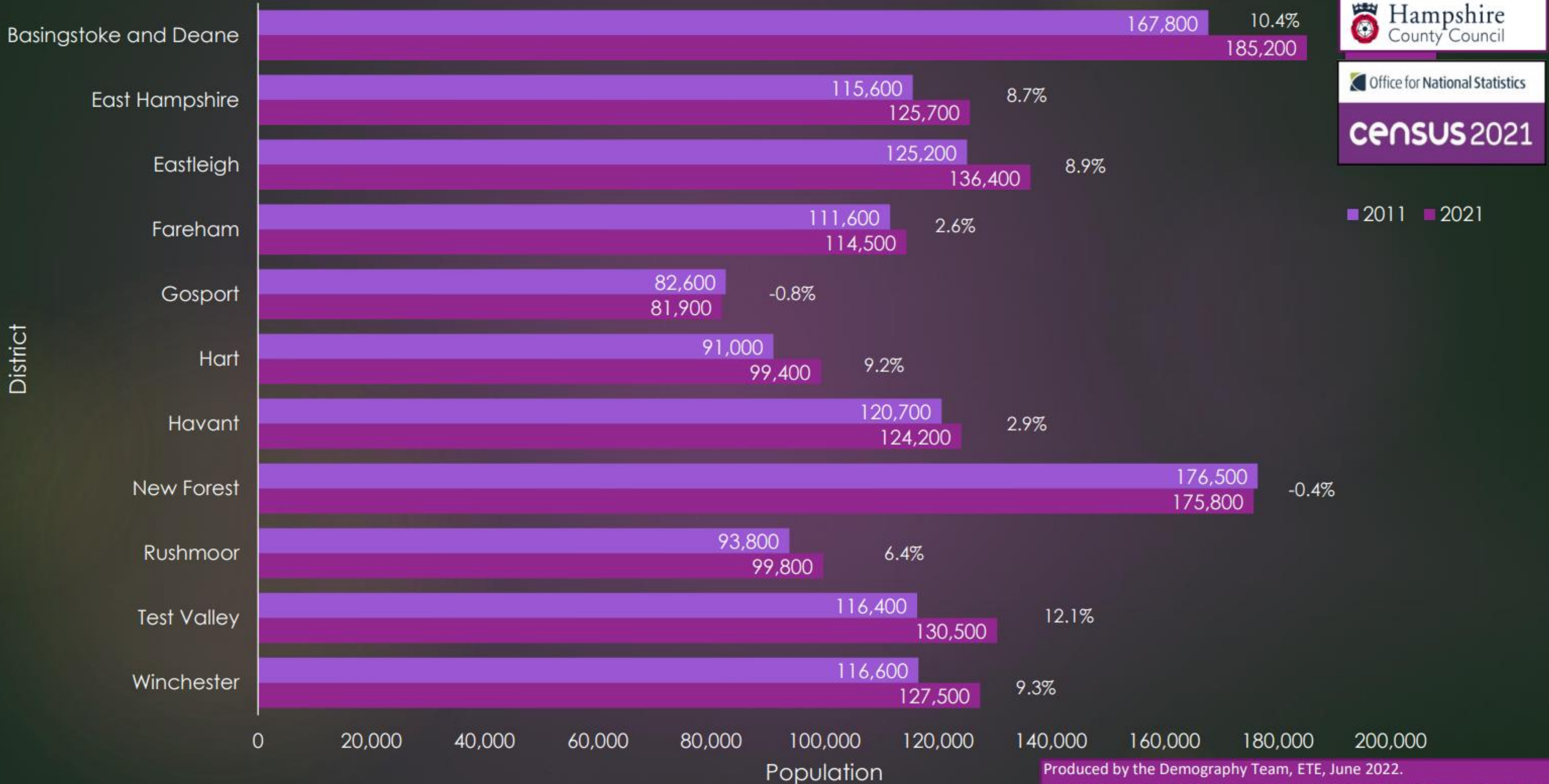
How to use the tool:

1. Assemble a working party to explore the tool as a group.
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. Use a RAG rating to determine the extent to which the school can demonstrate that they meet the statement:
4. Include strengths or areas for development for each section, which can then help inform their summary page.
5. From the RAG ratings, identify no more than two areas for development. These will then become School Improvement Priorities for the coming year.

Top tips for making the most of the tool:

- Be aware of making assumptions.
- Be mindful of what data percentages might seem to represent.
- Allow sufficient time to explore the audit tool and for any surveys/questionnaires/interviews that arise from it.
- 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. 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.**

2021 Census – Hampshire District Population change since 2011



census 2021

■ 2011 ■ 2021

Case Study:

Park View Primary School: Basingstoke

Danielle Owens, Headteacher



The B&DIDP

**The Basingstoke and Deane
Inclusion and Diversity Partnership**

Danielle Owens – HT, Park View Primary School

The B&DIDP launched a self-evaluation tool, which explored the following areas:

- Leadership and Management
- Inclusion and Belonging
- The Curriculum
- Teaching and Learning
- Participation, Pupil Voice and Achievement
- Prejudicial Language and Behaviour
- The Environment
- Engaging with parents/carers
- Social, Moral, Spiritual and Cultural development

The Curriculum Section



3. The Curriculum

What are we aiming for?	What have we identified as strengths?	How do we know? (Evidence?)
The whole school curriculum is designed to promote: identity, belonging, equality, diversity, the Rights of the Child and the Fundamental British Values.	The curriculum overview can show teaching and learning opportunities to foster an understanding.	Weekly assemblies focusing on British Values Pupil Voice Study of Basingstoke in Geography Comparison in Countries and Culture Topic Planning Curriculum overview
Teaching and learning and enrichment opportunities are used to foster an understanding of the diverse society in which we all live, maximising community links and reflecting and exploring the range of diverse communities within school and further afield.	New PSHE curriculum. Identity, belonging, equality and diversity are prompted in the learning opportunities of our new curriculum.	New PSHE curriculum Magazine article/photos for website that includes the children's involvement with the retirement home. Curriculum folder Working with subject leaders Direct links with other schools. School tournaments for children.
Some subjects include opportunities to reflect on global influences. For example, history may include age-appropriate lessons on the history of Britain, slavery and colonisation.	There have been community links within Year 3 with weekly zoom calls to residents and a visit to Buckingham Court Retirement Home as part of an intergenerational project run by <u>InCommon</u> .	
The curriculum supports pupils and students to develop an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.	Progression of skills throughout the year groups. Building on previous skills. British values all linked to assemblies planned by subject leaders to make subject specific.	
Learning resources and texts challenge and support the understanding and appreciation of the range of different cultures within school and further afield. The school may enrich resources through a subscription to the <u>RADE</u> centre.	School sports tournaments, we have links with other schools and outside organisations. Music lessons link to different cultures from around the world. <u>E.g.</u> African singing from Ghana, African drumming in year 3/4.	Areas for development? Identify more opportunities where teaching and learning and enrichment activities foster an understanding of the diverse society in which we all live, maximising community links and reflecting and exploring the range of diverse communities within school and further afield.
All subjects at all key stages contain opportunities for teaching about equality and diversity. Diverse perspectives are embedded in planning and provide opportunities to challenge discrimination and racism.	Throughout history lessons we have discussed the changes over time including equality and diversity. Black history month that teaches the children about influential people.	
Global citizenship education provides a chance for young people to reflect on their roles and responsibilities regarding issues of equality and justice in human development – individually, locally and globally.		
The school demonstrates an awareness of the local history of the area and incorporates teaching about significant historical events and people into the wider curriculum.		

- ❖ Completed at Park View in July 2021
- ❖ Staff completed the self-assessment in year group teams (teachers and LSAs) coloured the objectives red, amber and green.
- ❖ SLT pulled the information to create one document that best reflected where the school was.

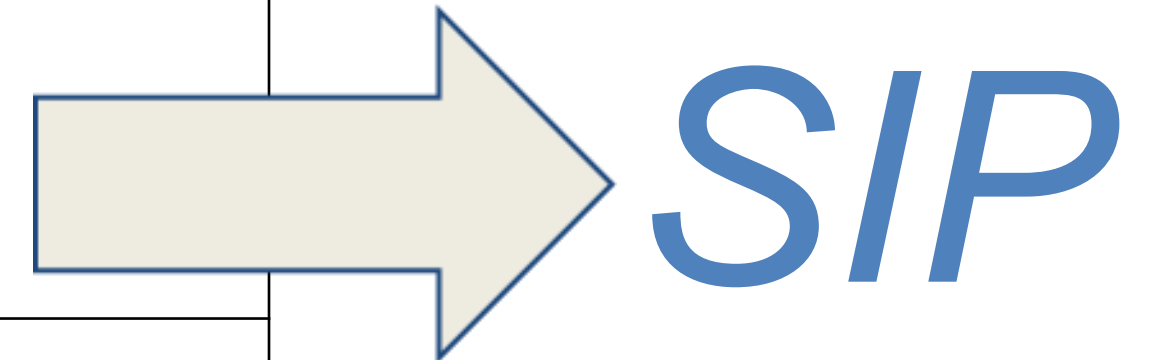
Strengths were identified

Evidence to show how we know

Areas of development were identified

SUMMARY DOCUMENT:

<i>Overriding strengths (which could include areas which you would be keen to showcase to other schools)</i>	<i>Barriers</i>
<i>Areas for development</i>	<i>School actions for the year? (These will be included within your School Improvement Plan)</i>
<i>Which is the focus area for the school? (Schools should identify no more than 2 focus areas, chosen from the 9 headings.):</i>	
<i>Date:</i>	<i>Completed by:</i>



SUMMARY DOCUMENT: Park View Primary School, July 2021

Overriding strengths (which could include areas which you would be keen to showcase to other schools)

- Very clear evidence of how inclusive Park View Primary School is with pupils and staff with disabilities especially with hearing impaired children.
- The school has a hearing-impaired resourced provision. The HI children are based within the mainstream school and have dedicated time working with the teachers of the deaf in the resourced provision.
- Hearing Impaired children are included effectively and sensitively in class and in wider school life.
- Annual staff training in Deaf Awareness to support staff with appropriate teaching strategies when working with HI children.
- HI children are given opportunities and supported to attend after school activities and take roles such as on the School Council.
- HI children are supported by the use of sign language on displays and signs.
- A sign language club teaches other pupils sign language
- Sign language is taught in singing assembly – children sign and sing the words.

Barriers

- Lack of awareness of issues relating to equality and diversity.
- Lack of staff training in the past.
- Too many areas identified for the SIP and not identifying and prioritising key objectives.
- Giving time for focused self-evaluation of equality and diversity.
- Ensuring self-evaluation feeds into the SIP so it remains a focus.

Areas for development

- Pupil Voice - The participation by pupils and students in decision-making across the life of the school so that pupils feel strongly empowered, recognising that they are able to impact on change in the school.
- More opportunities to express cultural identities and celebrate different religions and languages and express their own personal views/sense of belonging?
- Identify more opportunities where teaching and learning and enrichment activities foster an understanding of the diverse society in which we all live, maximising community links and reflecting and exploring the range of diverse communities within school and further afield.
- Ensure all staff know the protected characteristics and have a conscious commitment to anti-discriminatory practice in all lessons and school activities
- Staff CPD/training on using the Prejudicial Language and Behaviour Toolkit, giving the staff more confidence to deal with prejudicial behaviour and evidence how school promoting equality.
- Ensure that displays and school materials reflect the ethnic, cultural, linguistic and religious backgrounds of all groups of pupils and staff, challenging racism, bias and stereotypes.
- Ensure staff, pupils, parents and the wider community understands the Equality Act 2010 and the school's responsibilities as defined in the Equality Act.
- Children to become more independent with resolving conflicts intelligently and seeking consensus while accepting the right of others to hold different opinions, beliefs and to lead different lifestyles.

1. Pupil Voice – Provide more opportunities for participation of pupils and students in decision-making across the life of the school so that pupils feel strongly empowered, recognising that they are able to impact on change in the school

- a) Explicitly promote opportunities for pupil voice and develop children’s understanding of why it is so important
- b) Develop children’s understanding of themselves, others and their place in school and the wider community.
- c) Develop pupils’ skills to be able to discuss and debate issues in a considered and respectful way to develop greater confidence in themselves

2. Children to become more independent with resolving conflicts intelligently and seeking consensus while accepting the right of others to hold different opinions, beliefs and to lead different lifestyles.

- a) Provide more opportunities to express cultural identities and celebrate different religions and languages and express their own personal views/sense of belonging?
- b) Identify more opportunities where teaching and learning and enrichment activities foster an understanding of the diverse society in which we all live, maximising community links and reflecting and exploring the range of diverse communities within school and further afield.
- c) Ensure that displays and school materials reflect the ethnic, cultural, linguistic and religious backgrounds of all groups of pupils and staff, challenging racism, bias and stereotypes.

Expected Impact December 2021:	Expected Impact March 2022:	Expected Impact July 2022:
<ul style="list-style-type: none"> • Staff have the knowledge and skills to confidently develop children’s debating skills and the skills are being taught in weekly debating assemblies. • Identified opportunities for promoting pupil voice will be shared with staff and planned into the curriculum. • Identified opportunities for pupils to express cultural identities, celebrate different religions and languages will be shared with staff and planned into the curriculum. • A Young Interpreters group will be established. 	<ul style="list-style-type: none"> • Pupils will be able to articulate the skills needed for a successful debate and will be using the skills more confidently in the weekly debating assemblies. • Pupils have had opportunities to share their views about experiences and whether they feel valued and included at school. They know what actions they can take if they experience discrimination. • Enrichment activities planned throughout the year are maximising community links and are exploring the range of diverse communities within school. 	<ul style="list-style-type: none"> • Pupils are able to discuss and debate issues with confidence in a considered and respectful way. • Pupils participate in decision-making across the life of the school and they feel they are able to impact on change. • Pupils from all ethnic groups and religions will be able to express their own personal views and sense of belonging. • Pupils will be more independent at solving conflict intelligently, accepting that others hold different opinions, beliefs and lead different lifestyles.

Two years on.....

- Greater understanding of what it means to be inclusive
- Better understanding of where we are as a school – strengths and barriers
- Clearer understanding of our next steps and priorities
- Much more focused SIP with only one, more achievable objective

Personal Development

To deepen a culture where all pupils and staff report a sense of place and belonging. They feel safe, aspirational and accepted for who they are and are able to express their identities.

- Research into how we ensure children from a diverse range of backgrounds and with diverse needs feel that they belong in their school.
- Share research with staff, including extracts to read to develop greater understanding of lived experiences.
- Provide more opportunities to share lived experiences with pupils, staff and the community to develop greater understanding and empathy.
- Ensure a robust equality policy and action plan identifies key priorities and actions to be taken.
- Understand neurodiversity and create an ethos of knowing the person, not just the behaviours and difficulties for neurodivergent pupils.

By December 2023:	By March 2024:	By July 2024:
<ul style="list-style-type: none"> • An 'Identity and Belonging' steering group will be established with an understanding of how leadership and culture shape a sense of belonging. • Pupil voice from the autumn term will provide a baseline to measure impact against. • A research based action plan will be in place. This will also be developed using pupils views. • Staff will understand what 'belonging' means and why it is important. 	<ul style="list-style-type: none"> • Actions identified in the action plan will be in place with ongoing evaluation of impact. • Staff will have a greater awareness about the sense of belonging and identity through hearing/understanding lived experiences of pupils and adults. • Work will be done to develop the communities understanding of identity and belonging. 	<ul style="list-style-type: none"> • Pupil voice from the summer term will show positive impact in pupils' views about identity and belonging.

School discussion:

Schools who HAVE already implemented the self-evaluation tool

What were the findings?
What has been the impact so far?
What next?

Schools who HAVE NOT already implemented the self-evaluation tool

How will you implement it in your schools?

The Commitment Document

[The IDP Commitment Document](#) Please click here to access the commitment document.



Overarching aim

Through a focus on equality and diversity, settings will develop further into places where people genuinely feel that they belong and, as a result, they will develop a strong and positive sense of self and an appreciation of their own and others' uniqueness and identity.

Settings within the partnership are committed to achieving this overarching aim by:

- Creating an inclusive environment, culture and curriculum where everyone has a voice and is heard and understood;
- Developing inclusive pedagogies;
- Promoting critical thinking of all staff, governors and children;
- Developing a curriculum that challenges propaganda and ensures that the information shared with children and young people is accurate, comprehensive and from a wide range of perspectives;
- Challenging stereotypes and unconscious bias;
- Providing a range of positive role models from across all sections of society;
- Ensuring that all children have the highest aspirations for their futures and value the contribution they make to society and the world around them;
- Interrogating data with reference to equity and equality;
- Measuring attitudes towards difference, establishing a baseline for future assessment – tracking trends over time;
- Working in partnership with parents, carers, governors and the wider community.

Thank you! And what next...?

Please complete this evaluation form so that we know how many schools and staff attended, and which parts of the staff meeting you felt were most useful.

[Staff Meeting Evaluation form](#)



[Inclusion Starts With I \(youtube.com\)](https://www.youtube.com/watch?v=...)