



Hampshire
County Council

Improvement and
Advisory Service

Inclusion and Diversity Partnership Staff Meeting

June 2026

Catherine Redgrave, Kirstie-Anne
Sangway, Minnie Moore
belonging@hants.gov.uk



The IDP Aim:

Through a **focus on equality and diversity**, schools and 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 will 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.



Hampshire Inspection and Advisory Service Moodles



Leadership



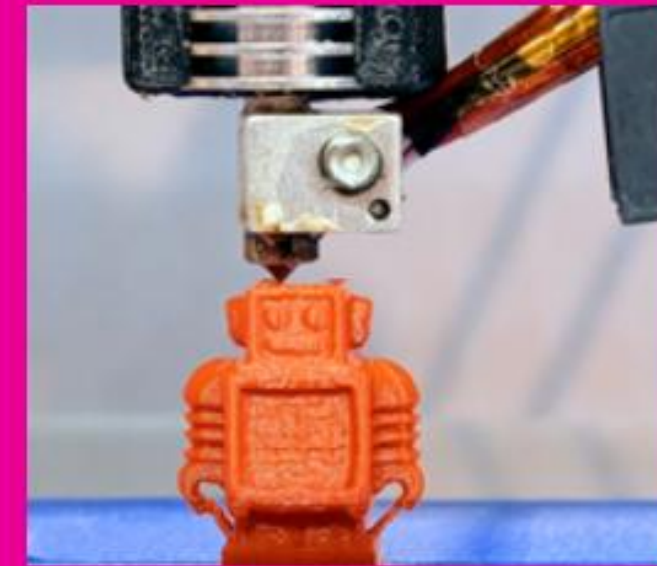
Technology



Assessment



Art



Design and
Technology



Special
Educational
Needs (SEN)



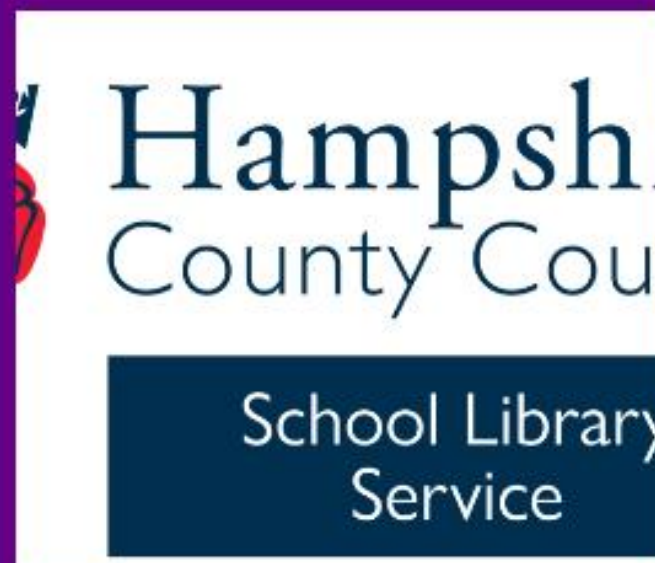
Ethnic Minority
and Travellers
Achievement
Service (EMTAS)



Inclusion and
Diversity (inc.
RADE)



Tackling
Educational
Disadvantage
(TED)



School Library
Service (SLS)



Early Career
Teachers



Modern Foreign
Languages

Welcome pack

Upon signing the commitment document, each setting will receive a welcome pack.

This includes:

- a copy of the commitment document
- IDP logo 
- calendar of events
- template letter to pupils, including an accessible version
- 'Education in Hampshire' – recruitment document
- website information
- template letter to parents and carers



What does it mean to belong?

Children feel safe and heard.

Staff feel part of a supportive team.

Families feel welcomed, valued and involved in their child's learning journey.

Communities see schools and settings as places that respect and reflect them.

What does it mean to belong?

Children feel safe and heard.

Staff feel part of a supportive team.

Families feel welcomed, valued and involved in their child's learning journey.

Communities see schools and settings as places that respect and reflect them.

Staff room discussion: What are you already doing to welcome/value and involve parents and carers?

8. Engaging with parents and carers

What are we aiming for?	What have we identified as strengths?	How do we know? (Evidence?)
Parents and carers are actively encouraged to engage in all aspects of school life.		Areas for development?
Parents and carers are informed of the approach the school is taking to promote equality and are clear on the school's position relating to the duty of the school as defined by the Equality Act 2010.		
There are appropriate and accessible mechanisms in place to capture and respond to feedback and concerns from parents and carers.		
The school has successfully targeted and engaged marginalised and/or 'hard to reach' parents and carers.		
All parents/carers receive information in appropriate and accessible forms.		

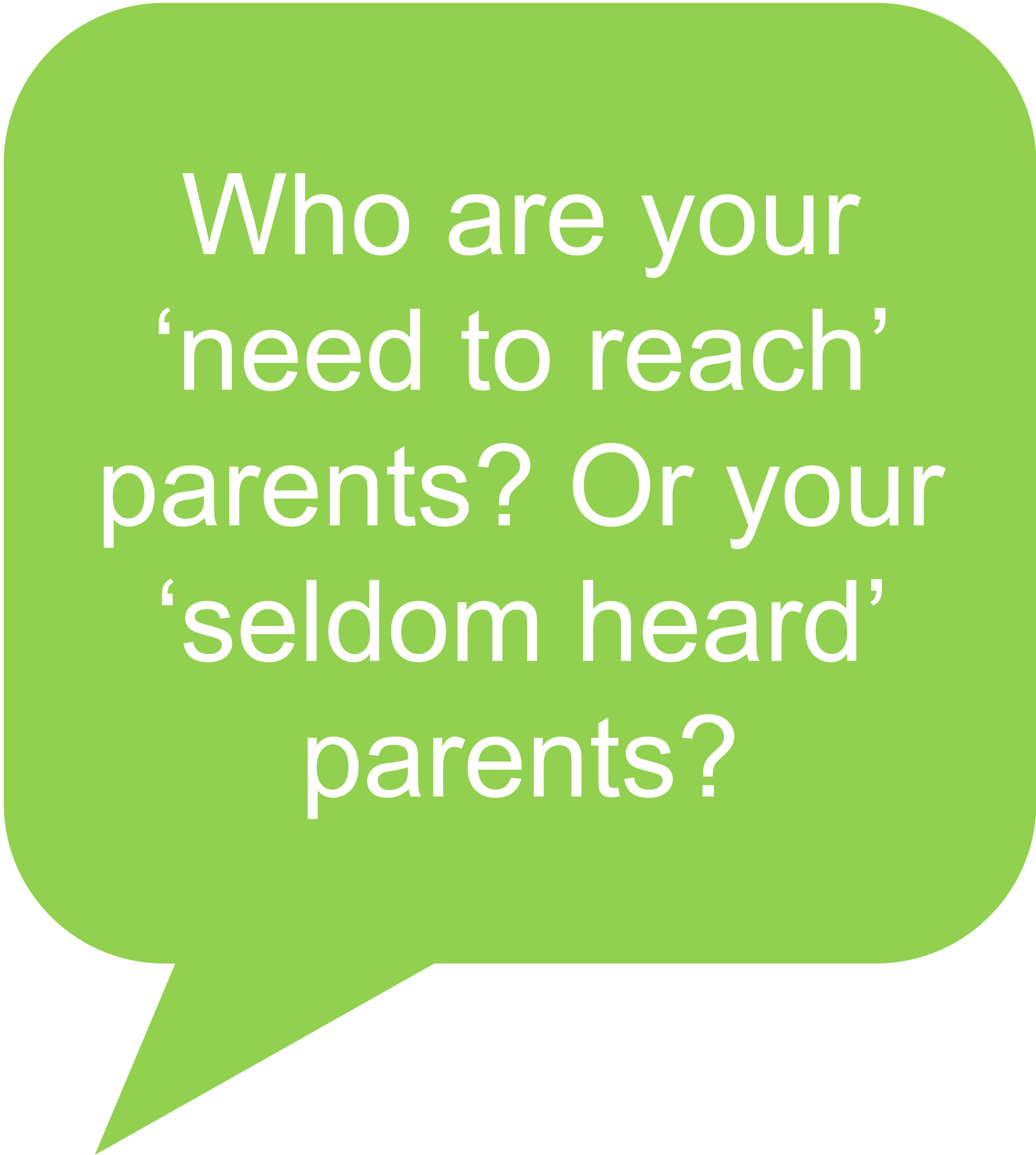
[Click here to access the SE Tool June](#)

Language matters...

Who are your
'hard to reach'
parents?

Who are your
'need to reach'
parents? Or your
'seldom heard'
parents?

Language matters...



Who are your
'need to reach'
parents? Or your
'seldom heard'
parents?

Lived Experience – EMTAS

The anecdotal backpack

Take a moment to consider the 'need to reach' parents and carers of children in your classroom. What lived experience do they bring to the school?



Why don't all
parents engage
well with schools
and settings?

Emotional and Historical Barriers

Past negative experiences with education can cause anxiety and avoidance in school interactions. (Parents can also pick up on their children's negative attitudes and experiences.)

Practical Constraints

Work schedules, childcare duties, and literacy challenges limit parents' ability to engage with schools.

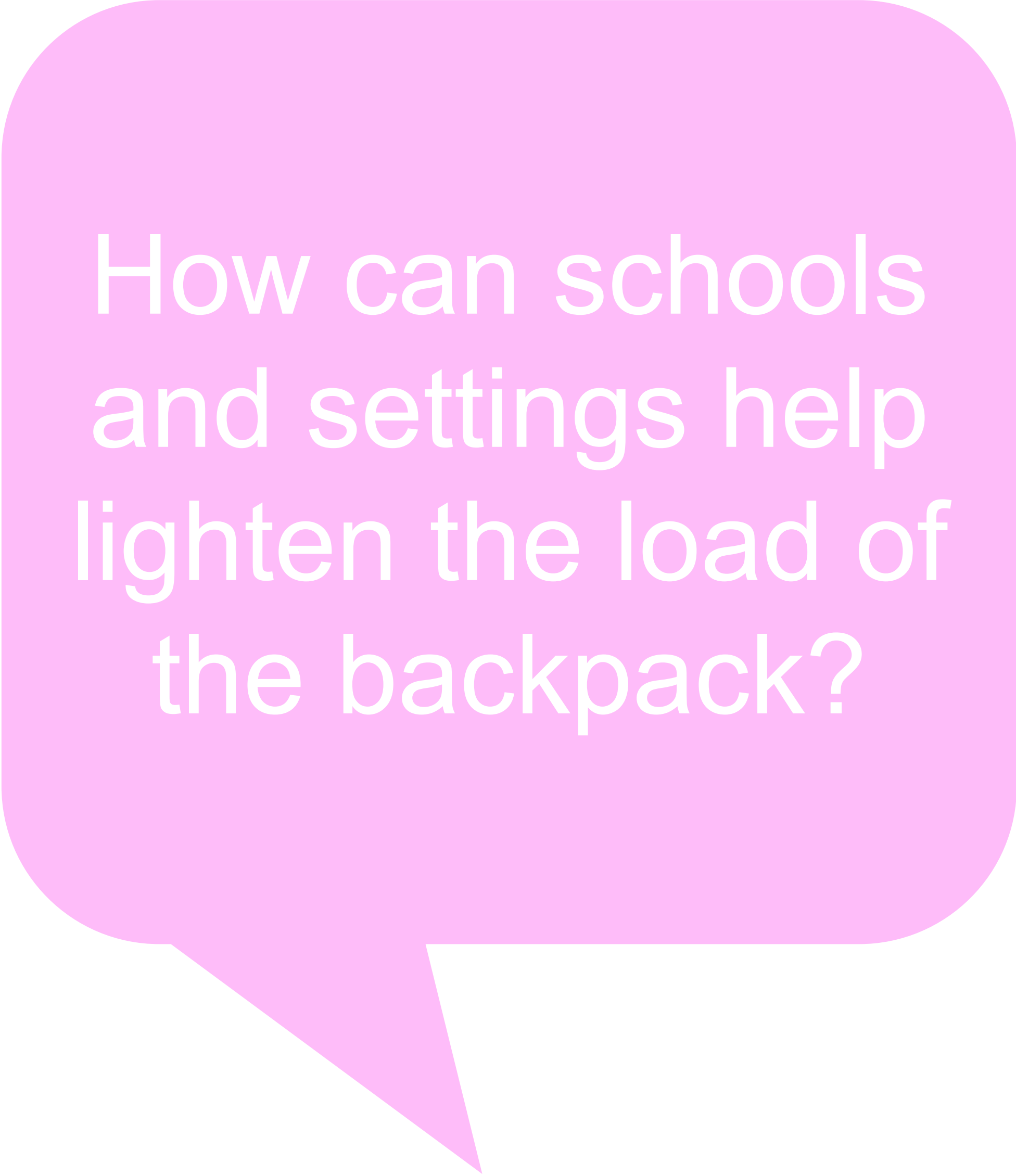
Cultural and Language Factors

Cultural norms and language barriers affect parents' confidence and understanding of school processes.

Systemic Reflection and Inclusion

Schools should reflect on their own systems to remove barriers and foster inclusive family engagement.

Sharing best practice



How can schools
and settings help
lighten the load of
the backpack?

Clear Accessible Communication

Schools provide clear, jargon-free information in multiple languages to help families understand and feel included.

Welcoming School Environment

Friendly greetings, approachable staff, and inclusive visuals reduce anxiety and build trust with families.

Flexible Engagement Opportunities

Offering workshops, informal talks, online options, and varied meeting times respects diverse family schedules.

Empowering Families as Partners

Providing practical home learning guidance fosters positive family-school collaboration and involvement.

Parents/Carers

- Long term change needs to involve parents as partners and co-collaborators
- Knowledge base to contribute to class learning and curriculum
- Help to deepen understanding of the local community context
- All parents need to hear positive feedback
- Need to be open to parents' views and input





Parental Engagement

- Ensure parents feel valued through the ways in which we communicate with them and about them
- Ensure parents feel represented
- Ensure no one group occludes the voices of others

What will you do, following this staff meeting, to help ensure families feel welcomed, valued and involved in their child's learning journey?

Please add ideas to the chat bar to share with others.

Further training and support

Inclusion and Diversity Partnership
Staff training offers



Save the dates: 27 January 2027, 16^t 15:45 – 17:00

Theme: The impact of our language on others



Thank you!

Please take a few minutes to enter any feedback into the chat bar:

1. Your main takeaway?
2. Thoughts about the activities?
3. Which activity provided most food for thought?
4. Anything we can do differently next time?

Finally, thank you for all that you do!

