

County Inclusion and Diversity Partnership

The 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 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.

This aim IDP aligns with the Hampshire Children and Young People's Plan 2022-25: 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.

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.



For the purpose of this document, Hampshire County Council has the following definitions:

Inclusion – Is the conscious and deliberate act of embracing diversity. It is the value we place on creating an environment where everyone is welcome and included and therefore feels that they belong. It is reflected in our desire to enable everyone to thrive and succeed.

Diversity – Is the strength of our people. It is the positive value we place on our differences and celebrating these differences through the range of ideas and perspectives we all bring. It is reflected in our desire to bring together a mix of people in the work we do that represents the communities we belong to.

Equality – Is achieved when everybody is treated with empathy and respect. We want everyone to have equal chances in life, and we recognise that for this to happen, we need to adapt to meet individual need. ‘One size never fits all.’ This is reflected in our desire to empower people to challenge inequality, acknowledge mistakes, learn and grow.

Strategic Priorities: 2024-2025

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| 1. To develop and articulate and embed a shared county-wide vision for inclusion and diversity, we need to: increase schools’ and settings’ knowledge of the partnerships; further develop opportunities to work collaboratively across districts and with schools, settings and representatives from across the LA, including providing opportunities for the sharing and celebration of best practice; support school leaders and staff to become more confident to identify and challenge inequalities in their settings. |
| 2. To improve educational outcomes for children and young people from minority or marginalised backgrounds and groups, we need to: interrogate and understand the wide range of data available, with reference to equity and equality, and develop increased staff confidence and ability to diminish the gaps. |
| 3. To further strengthen the curriculum offer in schools and educational settings to ensure, we need to: support subject leaders to view their curriculum area through the lens of inclusion and diversity, ensuring that diverse perspectives are considered, and modern Britain is well reflected. |
| 4. To secure greater representation and diversity of staff and governors within schools and educational settings, we need to: understand the challenges for staff who share a protected characteristic in relation to their sense of belonging; promote and celebrate diversity within our school workforce; recognise and promote the opportunities across the LA for supporting staff who share a protected characteristic. |

Strategic Priority 1: Develop, articulate and embed a shared county-wide vision for inclusion and diversity.

Key objectives:

1. Increase schools' and settings' knowledge of the partnerships
2. Further develop opportunities to work collaboratively across districts and with schools, settings and representatives from across the LA, including providing opportunities for the sharing and celebration of best practice
3. Support school leaders and staff to become more confident to identify and challenge inequalities in their settings.

	Actions	Lead	Timescales	Update and impact
1.	Increase schools' and settings' knowledge of the partnerships			
a.	Share the IDP aims, commitment document and resources with the wider HIAS team to develop shared understanding.	CR	September 2024	
b.	Launch an online commitment document.	CR	January 2024	
c.	Form a county strategic IDP and launch termly meetings.	CR	From March 2024	
d.	Generate an overview of the LA IDP offer to schools and promote it to schools and educational settings across the LA.	CR, KA	April 2024	
e.	Establish a shared Inclusion and Diversity Moodle page where all IDP materials and resources can be centrally stored and accessed.	CR, KA	December 2024	
f.	Develop a form of recognition for schools for displaying on their own school websites to further promote the work and support with signposting.	SIDP	September 2024	
2.	Further develop opportunities to work collaboratively across districts and with schools, settings and representatives from across the LA, including providing opportunities to share good practice and explore areas of challenge/difficulty.			
a.	Establish bi-annual county staff meetings	KA	January 2025 June 2025	
b.	Launch an annual EARA conference.	MM	April 2025?	

	Actions	Lead	Timescales	Update and impact
c.	Promote schools who have signed up to the commitment for networking opportunities.	CR	September 2024	
3.	Support school leaders and staff to become more confident to identify and challenge inequalities in their settings.			
a.	PLAB briefings	MM	Continued	
4.	Support school leaders and staff to become more confident to identify and challenge inequalities in their settings.			
a.	Launch the revised SE tool.	KA	January 2024	
b.	Launch a series of 'drop in' sessions for leaders to review areas of the SE tool and to share best practice.	KA, MM, NR, CR	From March 2024	
c.	Establish LA hot topic discussions	CR, KA	January 2025	

Strategic Priority 2: Improve educational outcomes for children and young people from minority and marginalised backgrounds and groups.

Key objectives:

1. Interrogate and understand the wide range of data available, with reference to equity and equality.
2. Develop increased staff confidence and ability to diminish the gaps.
3. Promote higher aspirations.
4. Engage effectively with parents and the wider community.

	Actions	Lead	Timescales	Update and impact
1.	Interrogate and understand the wide range of data available, with reference to the protected characteristics, equity and equality.			
a.	Establish a process for analysing and reporting termly inequalities across the LA.	KA / CR	August 2024	
b.	Establish annual Census discussions and briefings with school leaders (HTs and gvs) so that there is a good understanding of the LA's population and the impact that this needs to have on schools' curriculums.	KA / CR	October 2024	
c.	Share district PLAB outcomes with SIMS and identify areas for development.	MM	January 2025	
d.	Carry out a benchmarking activity to identify priorities in attendance, suspensions, academic outcomes, behaviour and destinations.	SIMS	April 2025	
e.	Identify examples and case studies where practice and outcomes for minority and marginalised groups is strong.	SIMS	April 2025	
2.	Develop increased staff confidence and ability to diminish the gaps.			
a.	Work with the English and maths teams to launch a series of funded training opportunities for school English and maths leaders to support them to identify and address in-school inequalities in	MM, ET, KS	September 2025	

	Actions	Lead	Timescales	Update and impact
	attainment outcomes for different minority, marginalised and protected groups.			
b.	Establish an annual process for reporting the PLAB data at district head meetings.	MM	January 2025	
c.	Use the staff meetings to provide specific staff training to develop HQIT for marginalised and disadvantaged groups.	KA	June 2025	
3.	Explore aspirations for pupils from minority, marginalised and disadvantaged groups.			
a.	Explore strategies for schools to support and analyse their exploration of pupils' aspirations through LAIDP hot topic discussion.	KA	January 2025	
b.	Pilot a peer mentoring scheme that aims to promote higher aspirations of identified individuals and groups.	KA	2025-26	

Strategic Priority 3: To further strengthen the curriculum offer in schools and educational settings to ensure, we need to: support subject leaders to view their curriculum area through the lens of inclusion and diversity, ensuring that diverse perspectives are considered, and modern Britain is well reflected.

Key objectives:

1. Support subject leaders to view their curriculum area through the lens of inclusion and diversity, ensuring that diverse perspectives are taken into account and modern Britain is well reflected.

	Actions	Lead	Timescales	Update and impact
1.	Support subject leaders to view their curriculum area through the lens of inclusion and diversity, ensuring that diverse perspectives are considered and modern Britain is well reflected.			
a.	Work with HIAS subject advisors to support a LA curricular approach to inclusion and diversity.	MM, NR	From April 2024	
b.	Further develop the county network and EARA groups, increasing group membership.	MM	Ongoing	
c.	Create a webinar to explain the curriculum tool, which can be distributed across the LA.	KA, MM	August 24	
d.	Complete the knowledge organisers to support the curriculum tool, which relate to the different protected characteristics.	MM, NR	Half-termly	
e.	Develop an inclusion learning walk process (learning trios) to support schools and subject leaders with their evaluation of inclusion and diversity.	CR, NR	January 2025	
f.	Develop a diversity and inclusion review process that schools can commission.	MM, TJ	April 2025	

Strategic Priority 4: Secure greater representation and diversity of staff and governors within schools and educational settings.

Key objectives:

1. Understand the challenges for staff who share a protected characteristic in relation to their sense of belonging.
2. Promote and celebrate diversity within our school workforce.
3. Recognise and promote the opportunities across the LA for supporting staff who share a protected characteristic.

	Actions	Lead	Timescales	Update and impact
1.	Understand the challenges for staff who share a protected characteristic in relation to their sense of belonging.			
a.	Establish a series of occasions for when diversity role models can speak to both HIAS.	CR	From October 2024 (termly)	
b.	Deliver HIAS training for all staff regarding our use of inclusive language and behaviour.	CR	4 th October 2024	
c.	Develop a series of 'Let's talk about...' afterschool podcasts to share with school staff. (November, March, June...)	MB, CR	From October 2024 (termly)	
d.	Develop pen portraits for the Moodle, which share lived experiences.	MB, CR	From October 2024	
e.	Identify what effective inclusive interview practice involves and includes.	AS	July 2025	
f.	Provide shortlisting and interview training and awareness raising for LLPs and SIMs with regards the protected characteristics. (Include in the HTPM training)	AS, MB	September 2025	
g.	Review the invitation to interview letter to ensure that the need for reasonable adjustments are genuinely requested.	MB	July 2025	
h.	Consider recruitment training offer for school staff.	MB, MV	January 2025	
i.	Undertake an annual review of workforce and pupil data in terms of	AS	April 2025	

	Actions	Lead	Timescales	Update and impact
	representation in comparison to the population of Hampshire (June Admin Conference)			
2.	Promote and celebrate diversity within our school workforce.			
a.	Review the 'Education in Hampshire' document from the HT recruitment pack to ensure it reflects the opportunities to celebrate diversity across the LA.	MB, NR	August 2024	
b.	Establish an annual review of the 'Education in Hampshire' document to ensure that it reflects the current context.	MB	From August 2024	
c.	Publish the number of schools across the LA who have signed up to the commitment.	CR	From September 2024	
d.	Develop a promotional strategy around the inclusion and diversity calendar (including national inclusion week).	AS	September 2024	
3.	Recognise and promote the opportunities across the LA for supporting staff who share a protected characteristic.			
a.	Deliver Diversity in Leadership course	CBM, AM	September 2025	

AM	Alister Moses
AS	Amanda Stephens
CBM	Chris Brooks-Martin
CR	Catherine Redgrave
ET	Emma Tarrant
KA	Kirstie-Anne Sangway
KS	Kate Spencer
MB	Maureen Baverstock
MM	Minnie Moore
MV	Michelle Vaughan
NR	Nicky Rickman
SIDP	Strategic Inclusion and Diversity Partnership
TJ	Tijhs Jordan (HT of Marnel Junior School)