

Getting Started

Creating an Equal, Diverse and Inclusive School

1 Know your own perspective

Everyone has a set of values and cultural norms that are embedded within their subconscious. These can affect everyday practice and if left unchecked, can have a negative impact on the workplace.

Therefore it is important to ask yourself:

- What do I already know or believe?
- Why do I believe this? Is there any evidence for this belief?
- Is it worth doing more research around this topic?
- What sources have I used in my research?
- How do I know what I know?
- Do I need to consult someone with experience around this topic so I may see it from a different perspective?

2 Ensure governors are on board

Without the backing of governors, it is almost impossible to elicit change. Before embarking on this work, hold meetings with governors to explain the school's vision and the intended changes. Allow governors to ask questions and reassure them of the moral and legal obligation to do this work.

3 Include parents and carers

When attempting to make any change, particularly changes that may be different to a socially agreed set of norms, schools must be mindful of the differing perspectives of parents and carers. Prior to undertaking any work, engage with parents and carers and give them the opportunity to meet with school staff to voice any concerns.



4 Engage with external agencies and groups

Where possible, it is always useful to consult with local or national organisations with expertise in equality, diversity and inclusion. Such organisations may be able to provide useful resources or guidance specific to the needs of the school community. It may be that they can offer additional insight into issues surrounding young people from a perspective that may not be apparent to staff within schools.

5 Let young people guide the work

Schools have a statutory duty to promote pupil voice and to involve young people in decision making (DfE, 2014). It is therefore important that young people's opinions, concerns and ideas form the foundation of this work. To do this, schools could consider:

- Holding pupil voice sessions. These focus groups allow schools to gain insight into the experiences of the young people within school
- Online questionnaires completed by young people
- Providing a box in an accessible area where young people can post their questions or concerns

6 Conduct a baseline audit

Audits provide a baseline assessment to better understand how a particular setting can better promote equality, diversity and inclusion. Take the time at the beginning of this process to assess what good practice is currently in place and where the gaps are in the current provision.

An audit should include reviewing policies and procedures, monitoring of incidents, analysing attainment by subject, monitoring rewards and sanctions and analysing representation in the curriculum and resources.

7 Establish a working group and equality lead

It is important that there is a lead staff member or working group to undertake this work. Without this, there is the danger that changes from the top never get disseminated to other staff or that change is short-lived, and progress never revisited. A working group can also ease the burden of workload and encourage buy-in from members of staff who have different roles within the school.