

Equality: Making It Happen

A guide to help schools ensure everyone is safe, included and learning



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Welcome!

Welcome to a unique guide created with – and for – school leaders, teachers and learning support staff. We all hope that you find this useful and that it helps make a real difference in your school.

The following is adapted from a blog entry from August 2014 (www.csie.org.uk/blog tracked the development of this guide).

My mother tells a story of skill and ingenuity from when she was a young girl on the Greek island of Amorgos. Local fishermen were having a rowing competition across the bay of Katapola, but there was a strong wind making the crossing harder. They all fought against wind and waves, with only muscle power to move their boats forward, until one boat started straying off course and spectators began to worry about Markos who seemed to be heading out to the open sea.

The other fishermen kept up their strenuous rowing, battling the elements, each making very slow but steady progress. Then Markos turned his boat around and, claiming the wind as his ally, sped to the finishing line and crossed it first. The crowd cheered and at least one little girl was so impressed that she has been telling the story to her children and grandchildren more than sixty years later.

This is precisely the kind of skill and ingenuity I hope this resource will inspire in teachers. It pains me to see how many schools, focused on the 'raising standards' agenda, are concentrating their efforts on pushing pupils to achieve higher grades. This seems to me like rowing against the wind. In other schools staff invest equivalent energy in attending to the learning environment: they embrace the challenge of working with diverse communities and harness the power of different identities and perspectives; they ensure that nobody is held back from doing their best because of prejudice, discrimination, or lack of knowledge about their particular needs. From this perspective, taking time to address equality issues is a bit like catching the tail wind: rather than being seen as additional work which diverts people away from their goal of better exam results, promoting equality can be appreciated as a way of empowering all children to learn. This is not to suggest an ulterior motive for promoting equality – far from it! We have a moral and legal obligation as educators to keep our children

safe from harassment and discrimination, to advance equality of opportunity and to foster good relations between members of diverse groups. We would be failing our children if we did not educate them away from prejudice and if we did not ensure they are all safe, included and learning in school.



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Disability (including learning difficulties)

Whether or not a person is disabled, they also have a gender identity, a sexual orientation, an ethnic, cultural & socioeconomic background and may have a religion or belief. We all have multi-faceted identities, some strands of which can change over time.



- Ensure that disabled people are represented in a positive and constructive way in all curriculum subjects and in school displays, library books and other resources.
- Promote independence at all times and always ask before giving help.
- Remember that a person with a physical or sensory impairment will have alternative ways of doing things and may not miss the use of limbs or senses others rely on.
- Ensure that pupils and staff are fully aware of the range of ways in which disability is understood, including the social model of disability; organise disability equality training, if needed, delivered by disabled people.
- Maintain a positive attitude and always ask “How can we ...?” (rather than “Can we ...?”) Consider what reasonable adjustments can be made so that disabled pupils, including those with learning difficulties, are included in every aspect of school life. Listen to their experience of disability and appreciate their unique insight.
- Involve the pupil, their family and relevant support professionals in determining learning goals and how best to support learning. Remember that learning how to make or keep friends or how to negotiate with others are life skills of vital importance. Keep the pupil at the centre of this process.
- Make sure that all staff focus on supporting learning, rather than on task completion, and feel equally responsible for ensuring all young people are adequately supported to guard against social isolation.
- Ensure that teachers and learning support staff work together to evaluate disabled pupils’ learning and plan strategies and materials for future lessons. Be flexible and adaptive to pupils’ needs, which may change over time.
- Maintain a bank of ideas that have been used in each year group, subject or topic to help you revisit learning materials and comments on what worked well and what can be improved.
- Maintain high expectations of all pupils and ensure that the learning and participation of disabled pupils is considered as important as that of non-disabled pupils in the school. Ensure that time is allocated for teachers to use tracking information by ability, to plan interventions for disabled pupils who are not making progress as expected.
- Ensure that all staff consistently challenge disablist bullying and any indication of prejudice or harassment; comments which sound like “banter” to staff can be extremely distressing and damaging for young people.
- Ensure that the behaviour and anti-bullying policies specifically mention what reasonable adjustments will be made for disabled pupils.
- Be mindful of well-intended policies or actions which may have an adverse impact on disabled people.
- Celebrate disabled identities throughout the school year; for example mark the International Day of Disabled People on 3 December and engage with UK Disability History Month in November/December each year.
- Help everyone in school understand individual differences in the context of similarities between people. Encourage non-disabled members of the school community to become disabled people’s allies and advocates.
- Remember that different aspects of a person’s identity may have a cumulative effect on the risk of discrimination.

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Disability (including learning difficulties)

See also [frequently asked questions about disability equality in education](#) and [frequently asked questions about raising the achievement of all pupils](#), included in this guide.

The listing of resources and organisations does not necessarily imply CSIE or NASUWT endorsement.

A person's ability to speak clearly, move, see or hear is not in any way an indicator of their intelligence. *Hidden in plain sight*, published by the Equality and Human Rights Commission (EHRC, 2011), shows that hundreds of thousands of disabled people regularly experience harassment or abuse but a culture of "collective denial" allows this to continue. The follow-up report *Out in the open* (EHRC, 2012) sets out final recommendations, including that schools "should develop material for helping students understand disabled people and the social model of disability, and the prejudice disabled people face within society".

The Disabled Living Foundation reports that: there are over 10 million disabled people in Britain, of whom 5 million are over state pension age; there are 770,000 disabled children under the age of 16, which is equivalent to 1 child in 20. The Department for Education reports that pupils with a statement of special educational need are around six times more likely to receive a permanent exclusion than pupils with no labels of special needs. The Office for Disability Issues reports that 21 % of children in families with at least one disabled member are in poverty, a significantly higher proportion than the 16 % of children in families with no disabled member. The UN Committee on the Rights of the Child, which monitors implementation of the Convention (ratified by the UK in 1991), last examined the UK in 2008. In its concluding observations, the Committee noted the lack of a comprehensive national strategy for the inclusion of disabled children into society and recommended legislative and other measures to address this, including training for teachers.

! Useful resources:

- **Index for inclusion: developing learning and participation in schools** (Booth and Ainscow, 2011, 3rd edition. Bristol, CSIE). A values-based guidebook for inclusive school development.
- **SEND Resources from the anti-bullying alliance:** www.anti-bullyingalliance.org.uk/send-resources
- **Wide range of resources including Infocards, templates and Person Centred Planning tools** Helen Sanderson Associates www.helensandersonassociates.co.uk
- **Performance Indicators for Value Added Target Setting (PIVATS).** Lancashire County Council www3.lancashire.gov.uk/corporate/web/?PIVATS/14585 or <http://goo.gl/ZNB20q>
- **Other resources for tracking pupil progress:** www.caspaonline.co.uk, www.bsquared.co.uk
- **nasen SEND gateway** www.sendgateway.org.uk
- **Creating an attitude of inclusion** Kids charity www.kids.org.uk
- **Woodfer's World** An anti-bullying teaching resource aimed at primary school children aged 7-8 www.ambitiousaboutautism.org.uk/who-we-are/publications or <http://goo.gl/5R4bqn>
- **Letterbox Library** Children's books celebrating equality and diversity www.letterboxlibrary.com
- **How Was School?** Disabled people's experiences of education over the last century <http://howwasschool.org.uk>
- **Inclusive Education Toolkit** Back Up Trust; transforming lives after spinal cord injury www.backuptrust.org.uk/inclusiveeducationtoolkit
- **Special Educational Needs and Disability** NASUWT guidance for schools <http://goo.gl/I2H0G0>

! Further information and support:

- **World of Inclusion** <http://worldofinclusion.com>
- **Alliance for Inclusive Education** www.allfie.org.uk
- **Inclusive Solutions** <http://inclusive-solutions.com>
- **Achievement for All** www.afa3as.org.uk
- **Every Disabled Child Matters** www.edcm.org.uk
- **Helen Sanderson Associates** www.helensandersonassociates.co.uk
- **Changing Faces** www.changingfaces.org.uk

Sex and gender identity

Whatever a person's sex or gender identity may be, they also have a sexual orientation, an ethnic, cultural & socioeconomic background, may have a religion or belief, and may be disabled. We all have multi-faceted identities, some strands of which can change over time.



Photo courtesy of Shutterstock

- Ensure that all curriculum subjects, school displays, library books and other resources reflect gender diversity in a positive and constructive way.
- Ensure that all pupils are encouraged to choose from the full range of books to read, games to play, subjects to study or people to socialise with and that everybody's choices are equally valued and respected.
- Ensure that staff language and expectations do not reinforce gender stereotypes.
- Use every opportunity to explore preconceived ideas about male or female roles in the home and in society.
- Ensure that school rules about issues such as uniform, hair length or gender-specific sports are flexible, do not reinforce stereotypes and allow pupils to dress in ways that feel comfortable to them.
- Make clear information available and ensure that pupils and staff fully understand gender diversity and trans identities; organise trans awareness training if needed.
- Encourage pupils and staff to voice their opinions respectfully and to work together to resolve any difficulties in embracing gender diversity.
- Use the names and pronouns that pupils and staff prefer to be addressed by; if unsure, simply ask.
- To ensure trans identities are acknowledged try to avoid a binary representation of gender, including in biology and other curriculum areas. Use 'they' or 'them' instead of 'he/she' or 'him/her' in speech and in writing; negotiate an alternative to male/female on forms.
- Ensure that all staff challenge sexism and transphobia consistently.
- If someone is preparing to transition to their self-identified gender, discuss with them how and when others will be told, by whom, and in what order. It is important to inform all staff, at a staff meeting and by email, before pupils and to make sure staff are prepared to answer questions. This can only be done with the person's consent. It is not necessary to send a letter home to every parent.
- Ensure that the equality and anti-bullying policies specifically mention sex and gender identity; have a trans inclusion policy either separately or as part of the school's equality policy.
- Be mindful of well-intended policies or actions which may have an adverse impact on trans pupils or staff.
- Celebrate trans identities and promote women's equality throughout the school year; for example mark International Day Against Homophobia and Transphobia (IDAHOT, 17 May), International Transgender Day of Remembrance (20 November), International Women's Day (8 March), International Day for the Elimination of Violence against Women (25 November) and engage with LGBT History Month in February and Women's History Month in March each year.
- Maintain high expectations of all pupils. Ensure that time is allocated for teachers to use tracking information by gender, including trans or questioning, to plan interventions for pupils who are not making progress as expected.
- Remember that different aspects of a person's identity may have a cumulative effect on the risk of discrimination.

We have a moral and legal obligation to keep everyone in school safe from harassment and discrimination, to advance equality of opportunity for all and to foster good relations between members of diverse groups.

Sex and gender identity

See also [frequently asked questions about LGBT equality in education](#) and [frequently asked questions about raising the achievement of all pupils](#), included in this guide.

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Gender stereotypes are deeply rooted in our society; expectations for people to act in gender-appropriate ways are evident in widely held beliefs such as “boys don’t cry” and reinforced, often unintentionally, by the way we talk to children and the choices we make for them (what to wear, read, play or who with) from a very young age. This perpetuates gender stereotypes, allows inequality and paves the way for sexism. According to the School Workforce Census published in July 2015, 74 % of teachers in England are female and 26 % male, with no other category being reported; in contrast, only 66 % of head teachers are female and 34 % male.

There is no clear evidence on what proportion of the population is trans, possibly because it feels unsafe for them to be open about who they are. In 2012 the Equality and Human Rights Commission (EHRC) undertook a survey of 10,000 people and found that 1% was gender variant to some extent. Trans identities were, until very recently, understood as a psychiatric illness. In 2014 the term “Gender Identity Disorder” was replaced with the term “Gender Dysphoria”, which means distress. Some trans people who access psychological services and gender care specialists may be diagnosed with “Gender Dysphoria” and may choose to undergo hormone therapy and surgical intervention. There is a vast number of terms by which individual people refer to their gender. Some of the more commonly used terms are: trans, transgender, transsexual, gender queer, gender variant, gender fluid, gender non-conforming or gender expanding.

As of October 2015, teachers in England and Wales have a statutory duty to report known (through disclosure or physical evidence) cases of Female Genital Mutilation (FGM) to the police. Mandatory reporting is not a legal requirement in Scotland and Northern Ireland. FGM is illegal in the UK; it is a form of child abuse and violence against women.

! Useful resources:

- **Index for inclusion: developing learning and participation in schools** (Booth and Ainscow, 2011, 3rd edition. Bristol: CSIE) A values-based guidebook for inclusive school development.
- **Preventing and Tackling Prejudice Related Bullying** www.nasuwat.org.uk
- **Tackling Homophobic Bullying (includes Transphobia)** www.nasuwat.org.uk
- **Letterbox Library** Children’s books celebrating equality and diversity www.letterboxlibrary.com
- **A guide for young trans people in the UK** (Department of Health 2007, available at <http://goo.gl/6Tf6wn>)
- **Lesbian, Gay, Bisexual and Transgender Hate Crime Schools Project Resource Pack** (Manchester: Crown Prosecution Service, 2014) Also available online at <http://goo.gl/tRcG2Q>
- **Gender Identity Research and Education Society (GIRES)**
Information and resources for educators www.gires.org.uk/education/information-for-educators
Lesson plans and other resources for educators <http://goo.gl/h1BhkB>
- **Gendered Intelligence:** Information for professionals who work with trans people <http://goo.gl/wCOMpe>
- **The classroom** Lesson plans and other resources, arranged by key stage and by curriculum subject, to make lesbian, gay, bisexual and trans people visible in education <http://the-classroom.org.uk>
- **Guidance on Forced Marriage and Guidance on FGM** www.nasuwat.org.uk

! Further information and support:

- **Gendered Intelligence** Range of work in trans equality and inclusion <http://genderedintelligence.co.uk>
- **Gender Identity Research and Education Society (GIRES)** Information for trans people, their families and the professionals who care for them www.gires.org.uk
- **Schools OUT UK** Working towards equality, safety and visibility in education for all lesbian, gay, bisexual and trans people www.schools-out.org.uk

Sexual orientation

Whatever a person's sexual orientation may be, they also have a gender identity, an ethnic, cultural & socioeconomic background, may have a religion or belief, and may be disabled. We all have multi-faceted identities, some strands of which can change over time.



- Ensure that homosexuality is seen as an ordinary part of life and that all curriculum subjects, school displays, library books and other resources reflect LGB identities in a positive and constructive way; display information about local LGB youth groups and materials from campaigning organisations.
- Try to avoid language which reflects an assumption that everyone is heterosexual, including in PSHE and other curriculum areas; talk about 'families' or 'parents', instead of 'mums and dads'.
- Remember that sexual orientation is experienced as constant by some people whereas for others it fluctuates or can change over time. Respect people's identities as they are now, without expecting that these will remain unchanged, or that they will change, in the future.
- Ensure that young children see positive representations of LGB as well as heterosexual relationships. The world view they establish when young will support or undermine their sense of self as teenagers.
- Encourage pupils and staff to voice their opinions respectfully and to work together to resolve any difficulties in embracing diversity in sexual orientation and to respond to homophobia or biphobia.
- Ensure that all staff challenge homophobia and biphobia consistently; comments which may sound like "banter" to staff can be extremely distressing and damaging for young people.
- If someone comes out to you as being gay, lesbian or bisexual the most helpful thing to do is to be accepting and supportive. Thank them for telling you and ask them if they need any help; they may want information or support or may have a school improvement suggestion. It is vital to seek and respect any wish for confidentiality.
- Acknowledge and celebrate important events in the lives of LGB members of the school community, such as Civil Partnerships and weddings, just as you would for heterosexual members of the school community.
- Celebrate Gay Pride events, in the way other events which endorse people's identities are celebrated.
- Celebrate LGBT identities throughout the school year; for example mark the International Day Against Homophobia and Transphobia (IDAHOT) on 17 May and engage with LGBT History Month in February each year.
- Support gay/straight alliances in secondary schools for pupil-led peer support.
- Ensure that the equality and anti-bullying policies specifically mention sexual orientation. Be mindful of well-intended policies or actions which may have an adverse impact on LGB people.
- Maintain high expectations of all pupils. Ensure that time is allocated for teachers to use tracking information by sexual orientation, to plan interventions for LGB pupils who are not making progress as expected.
- Remember that different aspects of a person's identity may have a cumulative effect on the risk of discrimination.

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Sexual orientation

See also [frequently asked questions about LGBT equality in education](#) and [frequently asked questions about raising the achievement of all pupils](#), included in this guide.

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ChildLine reports that an estimated 2,725 young people call the charity each year to talk about issues of sexual orientation, homophobia or homophobic bullying. Some report being triply isolated, with schools, friends and families being unsupportive. Stonewall's *The Teachers' Report* (2014) states that 36 % of secondary school teachers and 29 % of primary school teachers have heard homophobic language or negative remarks about lesbian, gay or bisexual people from other school staff. Ofsted's report *No Place for Bullying* (2012) points out that LGBT and disabled pupils bear the brunt of bullying in schools but this is often dismissed by staff as "banter", even in schools where other forms of prejudice-based bullying are more effectively tackled. The Tacade project on addressing homophobic bullying found that 30 % of secondary pupils felt that they could not be friends with an LGB person. Young people who have been bullied sometimes avoid reporting this, because of the prejudiced attitudes they have heard their teachers or parents express. Many young people are reluctant to ask for support if they are not ready for their sexual orientation to be widely known, therefore respecting confidentiality is vital.

! Useful resources:

- **Index for inclusion: developing learning and participation in schools** (Booth and Ainscow, 2011, 3rd edition. Bristol, CSIE). A values-based guidebook for inclusive school development.
- **Preventing and Tackling Prejudice Related Bullying** www.nasuwat.org.uk
- **Tackling Homophobic Bullying** www.nasuwat.org.uk
- **FIT DVD** on homophobic bullying by Stonewall www.stonewall.org.uk/our-work/education-resources
- **Letterbox Library** Children's books celebrating equality and diversity www.letterboxlibrary.com
- **Lesbian, Gay, Bisexual and Transgender Hate Crime Schools Project Resource Pack** (Manchester: Crown Prosecution Service, 2014) Also available online at <http://goo.gl/tRcG2Q>
- **No outsiders: Researching approaches to sexualities equality in primary schools** <http://goo.gl/3NGgY8>
- **Undoing Homophobia in Primary Schools** (No Outsiders Project Team, 2010. London, Trentham Books Ltd)
- **Out For Our Children** Teaching pack for Nursery/Reception/KS1 www.outforourchildren.org.uk/resources
- **Out In School** KS3 & 4 resource from the Terrence Higgins Trust <http://goo.gl/cmx88W>
- **The classroom** Lesson plans and other resources, arranged by key stage and by curriculum subject, to make lesbian, gay, bisexual and trans people visible in education <http://the-classroom.org.uk>

! Further information and support:

- **Schools OUT UK** Working towards equality, safety and visibility in education for all lesbian, gay, bisexual and trans people www.schools-out.org.uk
- **Lesbian, Gay, Bisexual, Trans History Month** www.lgbthistorymonth.org.uk
- **Educate & Celebrate** Making all schools and workplaces LGBT-friendly www.educateandcelebrate.org
- **Stonewall** The lesbian, gay and bisexual charity www.stonewall.org.uk
- **Inclusion for All** www.shaundellenty.com

Culture/Ethnicity

Whatever a person's ethnic or cultural background may be, they also have a socioeconomic background, a gender identity, a sexual orientation, may have a religion or belief, and may be disabled. We all have multi-faceted identities, some strands of which can change over time.



- Ensure that all curriculum subjects, school displays, library books and other resources reflect ethnic and cultural diversity in a positive and constructive way.
- Support every member of the school community to develop an awareness of other cultures as well as their own.
- Encourage pupils and staff to voice their opinions respectfully and to work together to resolve any difficulties in embracing cultural and ethnic diversity.
- Be mindful of well-intended policies or actions which may have an adverse impact on people from minority ethnic backgrounds or groups.
- Ensure that school rules about issues such as uniform or hair length are flexible and allow for cultural diversity.
- Remember that labelling people as racist is likely to close down opportunities for discussion; if anything, refer to a specific incident or outcome as racist.
- Be mindful of how consistently the school's behaviour policy is being applied. Recent evidence suggests that black pupils are disciplined more frequently and harshly than other pupils and for less serious matters.
- Remember that "not noticing" colour and claiming that we treat all children the same can be felt by pupils from minority groups as undermining an important part of their identity.
- Avoid referring to any colour as "skin colour".
- Treat cultural diversity in school as a rich learning resource. At the same time, be aware of the range of assumptions behind asking a pupil from a minority background to explain their culture to the whole class. For example, can they speak for a whole community, or can they address the whole class with confidence?
- Ensure that all staff challenge any racist incident consistently.
- Celebrate a range of cultures and ethnicities throughout the school year; for example mark Refugee Week in June and engage in Black History Month in October each year.
- Maintain high expectations of all pupils. Ensure that time is allocated for teachers to use tracking information by cultural or ethnic background, to plan interventions for pupils who are not making progress as expected.
- Remember that different aspects of a person's identity may have a cumulative effect on the risk of discrimination.

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Culture/Ethnicity

See also [frequently asked questions about ethnicity equality in education](#) and [frequently asked questions about raising the achievement of all pupils](#), included in this guide.

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One of the key challenges for education in the 21st century is to help young people understand similarities and differences between us all and to equip them for life in a multicultural society. Schools have an important role to play in enabling dialogue, including empowering people to discuss with confidence issues about which prejudice and fanaticism had previously stalled communication. Across Europe overt prejudice towards Gypsy, Roma and Traveller (GRT) communities has always been more intense than towards any other ethnic community. Children and young people need to be aware where their beliefs come from and feel confident to explore them and acknowledge any sign of prejudice or stereotype. Allport's Scale of Prejudice & Discrimination¹ is a useful tool for explaining that language which some dismiss as "harmless banter" may be the first step towards serious harm. The Ajebo report (2007), commissioned in the wake of the London bombings, concluded that whole-school exploration of identities, diversity and citizenship is essential for its recommendations to be effective. Recommendations included: taking account of pupil voice; ensuring school leaders are well prepared to fulfil statutory obligations; auditing the curriculum for its relevance to diversity and multiple identities; and harnessing diversity in the local community in planning education for diversity.

! Useful resources:

- **Index for inclusion: developing learning and participation in schools** (Booth and Ainscow, 2011, 3rd edition. Bristol, CSIE) A values-based guidebook for inclusive school development.
- **Preventing and Tackling Prejudice Related Bullying** www.nasuwat.org.uk
- **Guidance on Forced Marriage and Guidance on FGM** www.nasuwat.org.uk
- **Letterbox Library** Children's books celebrating equality and diversity www.letterboxlibrary.com
- **No Place for Hate** An education pack challenging contemporary racisms and educating about the dangers of far right groups. Show Racism the Red Card <http://goo.gl/49qoUB>
- **Anti-Racism Education Pack** Show Racism the Red Card <http://goo.gl/jcI9xJ>
- **Out of Site: Challenging racism towards Gypsy, Roma and Travellers** Show Racism the Red Card <http://goo.gl/eQki3C>

! Further information and support:

- **Show Racism the Red Card** www.srrtc.org
- **Centre for Social Relations** (previously Institute of Community Cohesion) www.cohesioninstitute.org.uk
- **INService Training and Educational Development** (Insted) www.insted.co.uk
- **National Association for Language Development in the Curriculum** www.naldic.org.uk
- **Kick It Out Campaign** www.kickitout.org

1. Allport's Scale of Prejudice & Discrimination specifies five steps (Antilocution, where a majority group freely makes jokes about a minority group; Avoidance; Discrimination; Physical Attack; Extermination) and suggests that individuals or groups may gradually progress through these steps. This means that each step may inadvertently pave the way for the next.

Religion or belief

Whatever a person's religion or belief may be, they also have an ethnic, cultural & socioeconomic background, a gender identity, a sexual orientation, and may be disabled. We all have multi-faceted identities, some strands of which can change over time.



- Ensure that all curriculum subjects, school displays, library books and other resources reflect religious diversity in a positive and constructive way.
- Support every member of the school community to develop an awareness of other religions as well as their own, if they have one. Explore the fundamental values, beliefs, stories, practices and traditions of each one, and encourage everyone to notice the similarities between them.
- Help all pupils understand that there are many religions (or belief systems) in the world, with many similarities and differences between them. Regardless of another person's religious belief, treating people with respect is non-negotiable.
- Encourage pupils and staff to voice their opinions respectfully and to work together to resolve any difficulties in embracing religious diversity, including the fact that some people have no religion or belief.
- Discuss with pupils stories which appear in local or national media and help them recognise any signs of prejudice; consider alternative representations of the stories that are being reported.
- Be mindful of well-intended policies or actions which may have an adverse impact on people from particular religions.
- Ensure that school rules about issues such as uniform or hair length are flexible and allow for religious diversity.
- Treat religious diversity in school as a rich learning resource. At the same time, be aware of the range of assumptions behind asking a pupil to explain their religion to the whole class. For example, can they comfortably talk about all aspects of their religion or address the whole class with confidence?
- Ensure that all staff challenge any faith-related bullying incident consistently.
- Maintain high expectations of all pupils. Ensure that time is allocated for teachers to use tracking information by religion, or no religion, to plan interventions for pupils who are not making progress as expected.
- Remember that different aspects of a person's identity may have a cumulative effect on the risk of discrimination.

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Religion or belief

See also notes on **Culture/Ethnicity** card, **frequently asked questions about ethnicity equality in education** and about **raising the achievement of all pupils**, included in this guide.

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Most religions share similar core values of love and respect for other people, and yet religion has been at the root of much conflict and violence in the world, in present times and throughout history. It is, therefore, imperative that children and young people understand similarities and differences between religions and between sects of the same religion. Schools have an important role to play in helping young people understand, and learn to respect and value, each other's set of beliefs, religion and culture. Religious and cultural diversity in today's Britain can be more fully understood in the historic context of the British Commonwealth and, previously, the British Empire. According to figures from the latest (2011) census, Christianity continues to be the major religion in the UK (59.5% of the population, 37.6 million people). Just over a quarter of the population (25.7%, 16.2 million) stated that they have no religion. 7.7% of the population (4.8 million) stated that they have a religion other than Christianity; Islam was named most frequently (4.4%, 2.8 million), followed by Hinduism (1.3%, 0.8 million) and Sikhism (0.7%, 0.4 million). The remaining 7.2% (4.5 million) did not state a religion or if they have one.

! Useful resources:

- **Index for inclusion: developing learning and participation in schools** (Booth and Ainscow, 2011, 3rd edition. Bristol, CSIE) A values-based guidebook for inclusive school development.
- **Preventing and Tackling Prejudice Related Bullying** www.nasuwt.org.uk
- **Tackling Islamophobia** www.nasuwt.org.uk
- **Letterbox Library** Children's books celebrating equality and diversity www.letterboxlibrary.com
- **Information on a range of religions and beliefs, including atheism:** www.bbc.co.uk/religion/religions

! Further information and support:

- **INService Training and Educational Development (Insted)** www.insted.co.uk
- **Show Racism the Red Card** www.srtrc.org
- **Centre for Social Relations** (previously Institute of Community Cohesion) www.cohesioninstitute.org.uk
- **The Community Security Trust** www.thecst.org.uk
- **Holocaust Educational Trust** www.het.org.uk
- **Anne Frank Trust UK** www.annefrank.org.uk
- **Islam and Citizenship Education Project** www.theiceproject.com
- **Accord coalition** Organisations working towards inclusive education www.accordcoalition.org.uk

Pregnancy and maternity

Whether a young woman is pregnant or is a mother, she has an ethnic, cultural & socioeconomic background, a gender identity, a sexual orientation, may have a religion or belief and may be disabled. We all have multi-faceted identities, some strands of which can change over time.

Photo courtesy of istock

- Be flexible and support expectant mothers to receive all appropriate antenatal care and preparation for birth; look for creative ways to enable young mothers to return to education after their baby is born.
- Negotiate a reduced timetable as appropriate, setting priorities together and planning what support to put in place in order to achieve the preferred outcomes.
- Stay in touch with other professionals and ensure that education is a high priority in everyone's mind.
- Encourage pupils and staff to voice their opinions respectfully and to work together in solving any problems to do with valuing young parents and parents-to-be; guard against any young parent or parent-to-be feeling isolated.
- Be mindful of well-intended policies or actions which may have an adverse impact on young parents or parents-to-be; pay particular attention to issues of safety for expectant mothers when moving around the school.
- Maintain high expectations of all pupils. Ensure that time is allocated for teachers to use tracking information by pregnancy/maternity status, to plan interventions for pupils who are not making progress as expected.
- Introduce all young people to some knowledge of child development and parenting skills, as part of the life skills grounding they receive in school.
- Avoid making assumptions about who needs information; LGB youth are reported to be about twice as likely as other young people to become pregnant or get someone pregnant.
- Remember that different aspects of a person's identity may have a cumulative effect on the risk of discrimination.

We have a moral and legal obligation to keep everyone in school safe from harassment and discrimination, to advance equality of opportunity for all and to foster good relations between members of diverse groups.

Pregnancy and maternity

See also **frequently asked questions about raising the achievement of all pupils**, included in this guide.

The listing of resources and organisations does not necessarily imply CSIE or NASUWT endorsement.

According to the Office for National Statistics, the UK still has one of the highest rates of teenage pregnancy in Europe, even though rates have been steadily decreasing in recent years. Public Health England lists (www.apho.org.uk/default.aspx?RID=116350 or <http://goo.gl/TexImk>) key issues associated with teenage pregnancy. Teenage parents are prone to poor antenatal health, lower birth weight babies and higher infant mortality rates. Their health, and that of their children, is likely to be worse than average. Teenage mothers are less likely to finish their education, less likely to find a good job, and more likely to end up both as single parents and bringing up their children in poverty.

! Further information and support:

- **Teenage pregnancy factsheet** www.fpa.org.uk/factsheets/teenage-pregnancy
- **Office for National Statistics bulletin** www.ons.gov.uk/ons/dcp171778_396674.pdf or <http://goo.gl/jvDafi>
- **The Care to Learn scheme** can help with childcare costs while young parents are in education. www.gov.uk/care-to-learn/overview
- **Financial support to help young people** from vulnerable groups to continue their education. www.gov.uk/guidance/16-to-19-education-financial-support-for-students or <https://goo.gl/PAi4O5>
- **Family Nurse Partnership**, available in some areas www.fnp.nhs.uk

Socioeconomic background²

Whatever a person's socioeconomic background may be, they also have an ethnic & cultural background, a gender identity, a sexual orientation, may have a religion or belief and may be disabled. We all have multi-faceted identities, some strands of which can change over time.



- Ensure that people of all socioeconomic backgrounds are represented in a positive and constructive way in all curriculum subjects and in school displays, library books and other resources.
- Use pupil premium to support children's learning and development in imaginative ways, tailored to each pupil's circumstances.
- Try to understand family circumstances and review school processes, such as how parents' evenings or school trips are organised, to ensure there are no institutional barriers to participation.
- Remember that pupils who have recently arrived in the UK may be homesick or otherwise traumatised.
- Encourage pupils and staff to voice their opinions respectfully and to work together in solving any problems to do with people from all socioeconomic backgrounds, including looked-after children and children living in poverty.
- Be mindful of well-intended policies or actions which can have an adverse impact on children living in poverty, for example cost of uniform or school trips.
- Maintain high expectations of all pupils. Ensure that time is allocated for teachers to use tracking information by socioeconomic background, to plan interventions for pupils who are not making progress as expected.
- Remember that different aspects of a person's identity may have a cumulative effect on the risk of discrimination.

2. Socioeconomic background is included here on the grounds that it was part of the Equality Bill and remains a significant issue for equality.

We have a moral and legal obligation to keep everyone in school safe from harassment and discrimination, to advance equality of opportunity for all and to foster good relations between members of diverse groups.

Socioeconomic background

See also **frequently asked questions about raising the achievement of all pupils**, included in this guide.

The listing of resources and organisations does not necessarily imply CSIE or NASUWT endorsement.

“At the end of the day, if you don’t get a good education, then you’re not going to get out of poverty.” This quote comes from the October 2014 report *At What Cost? Exposing the impact of poverty on school life* (details below), which clearly sets out how poverty can make children feel excluded, stigmatised and bullied in school and otherwise affect their ability to engage in learning. Government figures³ suggest that there are 3.5 million children living in poverty in the UK today (27% of children, more than one in four). In October 2013 the Office of the Children’s Commissioner published *We want to help people see things our way: a rights-based analysis of disabled children’s experience living with low income*. The research examined how poverty impacts on disabled children’s rights as these are set out in the UN Convention on the Rights of the Child and other international treaties and found that disabled children & young people who live in poverty are being denied their basic rights, which the report described as a “national shame”.

! Useful resources:

- **Index for inclusion: developing learning and participation in schools** (Booth and Ainscow, 2011, 3rd edition. Bristol, CSIE) A values-based guidebook for inclusive school development.
- **The Cost of Education** An annual survey www.nasuwt.org.uk
- **The Impact of Financial Pressures on Children and Young People** Research from NASUWT www.nasuwt.org.uk
- **Letterbox Library** Children’s books celebrating equality and diversity www.letterboxlibrary.com
- **At What Cost? Exposing the impact of poverty on school life** The Children’s Commission on Poverty, October 2014. Full report available at <http://goo.gl/UT6HVG> Executive Summary at <http://goo.gl/Q37DXd>
- **Shattered Lives: Children Who Live with Courage and Dignity** (Batmanghelidjh, 2007. London: Jessica Kingsley Publishers)

! Further information and support:

- **Child Poverty Action Group** www.cpag.org.uk and **Barnardo’s** www.barnardos.org.uk

3. Department for Work and Pensions’ statistics on households below average income (HBAI) <http://goo.gl/2iUxGo>

Equality Audit: views of pupils

Also in this section:

- views of very young pupils
- views of parents
- views of staff and governors

Suggested questions for schools wishing to access pupils' perspectives; also available in Word format on the CD included with this guide, for ease of adapting.

✓ Please tick the box which best reflects your opinion.

	Totally	Mostly	A little bit	Not at all
1 My school is a pleasant place to be in.				
2 I look forward to coming to school.				
3 Other pupils treat me with respect.				
4 I treat other pupils with respect.				
5 Adults in the school treat me with respect.				
6 I treat adults in the school with respect.				
7 When I first came to this school I was helped to settle in.				
8 It is good to have people from different backgrounds in school.				
9 Everyone is encouraged to speak up for what they believe is right.				
10 I work with my friends during lesson times.				
11 I spend time with my friends at break times and lunchtimes.				
12 If I am worried there are other pupils I can talk to.				
13 If I am worried there is an adult I can talk to.				
14 If I think of a way to make the school a better place, I can make a suggestion and the teachers will listen.				
15 Teachers are fair and consistent when dealing with pupils' behaviour.				
16 Other adults in the school are fair and consistent when dealing with pupils' behaviour.				
17 There is a comfortable place inside the school where I can go at lunchtimes.				
18 I feel safe in any part of the school where pupils can go.				
19 In this school everyone is respected regardless of the colour of their skin.				
20 In this school everyone is respected regardless of their ethnic or cultural background.				
21 In this school everyone is respected regardless of their religion or if they have no religion.				
22 In this school everyone is respected regardless of any impairment they may have.				
23 In this school everyone is respected regardless of their sexual orientation.				
24 In this school everyone is respected regardless of how they express their gender.				
25 In this school everyone is respected regardless of their family's wealth or poverty.				
26 I can be as open as I like with other pupils about every aspect of my identity.				
27 I can be as open as I like with adults in the school about every aspect of my identity.				
28 Being gay, lesbian or bisexual is seen as an ordinary part of life.				
29 Being transgender is seen as an ordinary part of life.				
30 Being disabled is seen as an ordinary part of life.				
31 The school has books, posters and uses websites where I see people like me.				
32 Everyone in school understands that it can hurt people to hear "it's so gay" if it is intended to mean that something is rubbish.				
33 Pupils avoid using words which someone could find hurtful.				
34 In this school I have learnt about human rights and their importance.				
35 My work is celebrated in school.				
36 The school helps me learn how to make and keep friends.				
37 The school helps me learn how to settle disagreements.				
38 The school helps me learn how to work well with others.				
39 I feel part of the school community.				

Equality Audit: views of very young pupils

Also in this section:

- views of pupils
- views of parents
- views of staff and governors

Suggested questions for schools wishing to access very young pupils' perspectives; also available in Word format on the CD included with this guide, for ease of adapting.

✓ On each line please tick the word that sounds right to you.

1	I like coming to school.	Always	Sometimes	Never
2	Other children in the school are kind to me (they treat me well).	Always	Sometimes	Never
3	I am kind to other children in the school (I treat them well).	Always	Sometimes	Never
4	Grown-ups in the school are kind to me (they treat me well).	Always	Sometimes	Never
5	I am kind to grown-ups in the school (I treat them well).	Always	Sometimes	Never
6	If I am sad or worried in school, there is someone I can talk to.	Always	Sometimes	Never
7	If I think of a way to make the school a better place, I can tell a teacher and they will listen.	Always	Sometimes	Never
8	The school helps me learn that everyone is equal even if some people look different.	Always	Sometimes	Never
9	The school has books, posters and uses websites where I see people like me.	Always	Sometimes	Never
10	The school helps me learn that there are many kinds of families (for example some have 2 mums or 2 dads).	Always	Sometimes	Never
11	My work is celebrated in school.	Always	Sometimes	Never
12	If a new child came to school from another country, I would help them make friends even if they spoke little or no English.	Always	Sometimes	Never
13	The school helps me learn how to make and keep friends.	Always	Sometimes	Never
14	The school helps me learn how to sort out disagreements.	Always	Sometimes	Never
15	The school helps me learn how to work well with others.	Always	Sometimes	Never

Equality Audit: views of parents

Also in this section:

- views of pupils
- views of very young pupils
- views of staff and governors

Suggested questions for schools wishing to access parents' perspectives; also available in Word format on the CD included with this guide, for ease of adapting.

✓ Please tick the box which best reflects your opinion.

		Totally	Mostly	A little bit	Not at all
1	My child's school is a pleasant place to be in.				
2	My child looks forward to going to school.				
3	Other pupils in the school and their families treat me with respect.				
4	I treat other pupils in the school and their families with respect.				
5	Teachers and other school staff treat me with respect.				
6	I treat teachers and other school staff with respect.				
7	When my child started at this school they were helped to settle in.				
8	When my child started at this school there was an effort to make me feel involved.				
9	It is good to have people from different backgrounds in school.				
10	Everyone is encouraged to speak up for what they believe is right.				
11	All families are equally important to the teachers at the school.				
12	Teachers do not have favourites among the children.				
13	If my child is worried there are other pupils they can talk to.				
14	If my child is worried there is an adult they can talk to.				
15	The school values diversity.				
16	If anyone bullied my child I believe that the school would offer help and support.				
17	If my child bullied someone I believe that the school would help my child learn to treat others with respect.				
18	My child feels safe in any part of the school where they can go.				
19	If my child has been absent, the school wants to know where they have been.				
20	In this school everyone is respected regardless of the colour of their skin.				
21	In this school everyone is respected regardless of their ethnic or cultural background.				
22	In this school everyone is respected regardless of their religion or if they have no religion.				
23	In this school everyone is respected regardless of any impairment they may have.				
24	In this school everyone is respected regardless of their sexual orientation.				
25	In this school everyone is respected regardless of how they express their gender.				
26	In this school everyone is respected regardless of their family's wealth or poverty.				
27	The school encourages my child to be open about every aspect of their identity.				
28	I can be as open as I like with adults in the school about every aspect of my identity.				
29	I can be as open as I like with other children and their families about every aspect of my identity.				
30	Being gay, lesbian or bisexual is seen as an ordinary part of life.				
31	Being transgender is seen as an ordinary part of life.				
32	Being disabled is seen as an ordinary part of life.				
33	Everyone in school understands that it can hurt people to hear "it's so gay" if it is intended to mean that something is rubbish.				
34	Pupils avoid using words which someone could find hurtful.				
35	In this school my child has learnt about human rights and their importance.				
36	My child's work is celebrated in school.				
37	The school helps pupils learn how to make and keep friends.				
38	The school helps pupils learn how to settle disagreements.				
39	The school helps pupils learn how to work well with others.				
40	I feel part of the school community.				

Equality Audit: views of staff and governors

Also in this section:

- views of pupils
- view of very young pupils
- views of parents

Suggested questions for schools wishing to access staff and governors' perspectives; also available in Word format on the CD included with this guide, for ease of adapting.

✓ Please tick the box which best reflects your opinion.		Totally	Mostly	A little bit	Not at all
1	This school is a pleasant place to be in.				
2	I look forward to coming to school.				
3	Pupils in the school and their families treat me with respect.				
4	I treat pupils and their families with respect.				
5	Staff in this school treat me with respect.				
6	I treat staff in this school with respect.				
7	Staff and governors treat each other with respect.				
8	When I first came to the school I was helped to settle in.				
9	It is good to have people from different backgrounds in school.				
10	Everyone is encouraged to speak up for what they believe is right.				
11	I feel confident about teaching pupils of all abilities.				
12	I know how to get the support I need to teach pupils with learning difficulties or pupils with sensory or physical impairments.				
13	I know how to get the support I need to teach pupils with mental health issues.				
14	I feel confident to support a pupil or colleague who comes out as gay, lesbian, bisexual or questioning their sexual orientation.				
15	I feel confident to support a pupil or colleague who comes out as trans or gender queer or questioning their gender identity.				
16	All staff respond to inappropriate behaviour consistently.				
17	I do not dismiss prejudice-based comments as "banter".				
18	Everyone in school understands that it can hurt people to hear "it's so gay" if it is intended to mean that something is rubbish.				
19	Pupils avoid using words which someone could find hurtful.				
20	I make sure that nobody feels marginalised or left out.				
21	My lesson plans include positive images of all protected characteristics ¹ .				
22	The staff room is a pleasant and welcoming environment.				
23	I feel safe in any part of the school where staff can go.				
24	I make sure pupils and staff feel safe in any part of the school where they can go.				
25	In this school everyone is respected regardless of the colour of their skin.				
26	In this school everyone is respected regardless of their ethnic or cultural background.				
27	In this school everyone is respected regardless of their religion or if they have no religion.				
28	In this school everyone is respected regardless of any impairment they may have.				
29	In this school everyone is respected regardless of their sexual orientation.				
30	In this school everyone is respected regardless of how they express their gender.				
31	In this school everyone is respected regardless of their family's wealth or poverty.				
32	I can be as open as I like with other staff about every aspect of my identity.				
33	I can be as open as I like with pupils and their families about every aspect of my identity.				
34	Being gay, lesbian or bisexual is seen as an ordinary part of life.				
35	Being transgender is seen as an ordinary part of life.				
36	Being disabled is seen as an ordinary part of life.				
37	Pupils are taught about human rights and their importance.				
38	I challenge any comment or action which may reflect prejudice.				
39	I try to celebrate every pupil's work in school.				
40	I help pupils learn how to make and keep friends.				
41	I help pupils learn how to settle disagreements.				
42	I help pupils learn how to work collaboratively.				
43	I feel part of the school community.				

1. The 9 protected characteristics named in the Equality Act 2010 are: age; disability; gender reassignment; marriage & civil partnership; pregnancy & maternity; "race" (this guide refers to ethnicity); religion or belief; sex; and sexual orientation.

- [LGBT equality in education](#)
- Disability equality in education
- Ethnicity equality in education
- Raising achievement of all pupils

LGBT equality in education



What does LGBT stand for?

This is one of various acronyms referring to people's sexual orientation and gender identity; it stands for lesbian, gay, bisexual and transgender. Frequently used alternatives are: LGB; LGBTQ, where Q stands for queer or questioning; and LGBTI, where I stands for intersex (see below). Some children and young people may look or dress differently to their peers but this alone does not mean that they identify as LGBT, or that they will when they are older. Some are clear about their sexual orientation and gender identity, while others may be unsure or have not thought about it yet. For some, sexual orientation or gender identity may change over time. Children of LGBT parents are no more, and no less, likely than children with heterosexual or cisgender¹ parents to be LGBT themselves. It is also important to recognise that there are many words by which individuals refer to their sexual orientation and gender identity and that the terms lesbian, gay, bisexual, transgender, queer or questioning are not adopted by everyone.

What does transgender mean?

When a person is born they are assigned a gender based on the appearance of the baby's genitals. Some people (often referred to as 'intersex') are born with ambiguous genitalia or have sex chromosomal variations that become apparent during puberty or later in life but they, too, are usually assigned a gender at birth. People often assume that the gender assigned to a baby at birth will be the gender that that person will grow up to be. People whose gender identity and/or gender expression differs from the gender they were assigned at birth are known as transgender, often abbreviated to trans. Some trans people experience their own gender as unambiguously male or female. Others may describe themselves by a range of terms, for example un-gendered, genderqueer, queer or simply human, on the grounds that a binary gender system (for example man/woman, male/female) cannot capture the full spectrum of gender identities.

1. Cisgender and cissexual (often abbreviated to simply cis) describe related types of gender identity where individuals' experiences of their own gender match the sex they were assigned at birth. Sociologists Kristen Schilt and Laurel Westbrook define cisgender as a label for "individuals who have a match between the gender they were assigned at birth, their bodies, and their personal identity" as a complement to transgender.

Some trans people transition to the gender with which they identify. This means that they change gender, moving to their 'acquired' gender, with or without medical intervention (e.g. hormones or surgery). Some do not like the concept of 'acquired' gender, arguing that their gender identity has not changed and they have not 'acquired' a new one. The terms 'gender reassignment' and 'acquired gender', however, are extensively used in legislation (such as the Gender Recognition Act) and dominate the medical community's understanding of trans identities. The Equality Act 2010 protects from discrimination anyone who is undergoing, has undergone or intends to undergo gender reassignment, with or without medical intervention.

Why is transgender grouped alongside lesbian, gay and bisexual in the acronym LGBT?

Gender identity and sexual orientation are different characteristics of human identity and experience, yet they are often intertwined within political campaigning, activism, popular consciousness and school policy. Some people from within LGBT communities feel that there is no common ground and prefer that the T is not included with LGB, or even that lesbians, gay men and bisexuals all self-organise separately. Others feel that there is strength in numbers and recognise that all LGBT people can experience discrimination and bullying because they challenge conventional ideas of gender. It is worth remembering that some trans people may also identify as lesbian, gay or bisexual and that many trans people experience homophobia from people who confuse their gender identity with homosexuality.

Some parents say advancing LGBT equality is contrary to their family values or faith. How can we respond?

Parents can be reminded that LGBT people – both children and adults – make up a significant part of our society and of any society. They are sometimes less visible than heterosexual and cisgender people, possibly because it feels unsafe for them to be open about who they are. The fact that LGBT people exist is not up for negotiation.

Schools have a moral and legal obligation to make sure that LGBT pupils and staff, as well as those who have LGBT friends or family members, hear positive messages about LGBT identities in the way heterosexual and cisgender people take for granted. Schools would be failing their pupils if they did not challenge homophobia and transphobia consistently and if they did not educate all pupils about the important role LGBT people play in our society.

The Equality Act 2010 places a legal duty on schools to eliminate discrimination and harassment, advance equality of opportunity and promote good relations between people who have, and those who do not have, a number of protected characteristics. Gender reassignment, sex and sexual orientation are among these protected characteristics. Remaining silent about LGBT identities is not an option.

We think it is inappropriate to talk to young children about sex, so we cannot do much about LGBT equality in primary schools - correct?

When talking to children of any age, people frequently make reference to heterosexual orientation and relationships, without any mention of sexual activity. People in schools often refer to 'husbands and wives', 'mummies and daddies', or 'boyfriends and girlfriends' without any mention of LGB relationships. There is no reason why discussions cannot reflect the full diversity of families that exist in our society, without any worry that we are talking to young children about sex.

It is important to remember that the Equality Act 2010 places a duty on schools to recognise the existence of families based on same-sex partnerships, and to discuss these families as confidently and regularly as they do others. It is important that children from LGBT families feel that their families are recognised, accepted and respected.

The phrase 'that's so gay' is so common and harmless among young people, why do we have to challenge it?

People who use the word gay negatively may mean no harm, but those who hear it can feel it. Any use of the word gay to mean that something is nonsense, broken, or otherwise substandard, belittles gay people. Pupils can be helped to understand the potential harm by being encouraged to imagine that the phrase was 'that's so Welsh (or German, or Christian, or any other significant aspect of their own identity)'. Gay identities are both entirely usual and a source of pride. Schools should ensure that all members of staff are equally committed to challenging any use of homophobic language. At the same time, it is important that people feel safe to talk openly about LGBT identities in school.

What is transphobia?

Transphobia is a term used to describe discrimination experienced by trans people, people who are thought to be trans, or friends and relatives of trans people. Schools should ensure that anti-bullying policies address both homophobia and transphobia, while also making sure that staff and children are aware of the differences and overlaps between the two and feel confident in responding to each. Homophobic and transphobic incidents are both regarded as hate crimes within the legal system.

What should we do as school staff if a pupil comes out to us as being LGBT?

Young people come out to staff for a variety of reasons, including a need for pastoral support, a desire for information, or redress for how they are being treated.

The single most useful thing staff can do is simply be accepting and supporting. For some young people this may be the first time that they have ever verbalised their LGBT identity and the process may be nerve-racking. Thank them for telling you, listen to them and ask what, if anything, they would like you to do. For example, a young person may tell a member of staff that they are trans, because they do not know who to turn to for information about transitioning, while another may disclose that they are bisexual because they do not feel their specific needs for information around safer sex are being met within the Sex and Relationship Education programme. Who, if anyone, the member of staff shares such a disclosure with depends upon the specific context. Individual schools have established child protection policies which should be adhered to at all times. There should be no need for staff to share a simple disclosure of LGBT identity with anyone else unless a pupil requests it.

We take bullying seriously and deal with it effectively – isn't this enough?

Children and young people who identify as, or are perceived to be, LGBT (as well as those who have friends or family members who are, or are perceived to be, LGBT), face a very real and disproportionate level of discrimination and harassment in primary and secondary schools. In many schools homophobic or transphobic bullying are rife, but staff dismiss it as banter and do little, if anything, to challenge it. The Ofsted report *No place for bullying* (June 2012) suggests that this happens even in schools where other forms of prejudice-based bullying are more effectively dealt with.

It is vital that schools consistently challenge homophobic and transphobic bullying but it is equally important to discuss and celebrate LGBT identities. It is the duty of all staff to ensure that every member of the school community feels valued, irrespective of their sexual orientation or gender identity, or that of any family members. Just as racism cannot be fully countered by challenging negative incidents, it is important that schools help children and young people to understand heterosexist and gender normative attitudes, make them explicit and challenge them in a safe and supportive environment. Inclusive schools enable young people to be happy irrespective of who they are attracted to or how they choose to express their gender. Where schools foster a safe, welcoming and respectful atmosphere, and where diversity is genuinely valued and celebrated, homophobia and transphobia are significantly reduced, if not eliminated entirely.

- LGBT equality in education
- **Disability equality in education**
- Ethnicity equality in education
- Raising achievement of all pupils

Disability equality in education



Which children do you call disabled?

The Equality Act 2010 states that a person is disabled if they have a physical or mental impairment which has a substantial and long-term negative effect on their ability to carry out ordinary day-to-day activities. The Act also provides clarifications and exclusions to this definition. Medical conditions such as asthma and diabetes, mental health conditions such as bipolar or depression, learning difficulties such as dyslexia and other conditions such as autism or Down Syndrome, are all covered by this definition.

There are various ways in which disability can be understood; CSIE's understanding is in line with the social model of disability and the views expressed by UK disabled people's organisations. Some people have physical, sensory or mental impairments; they become disabled if no adjustment is made in response to their impairments. For example, a wheelchair user can access the space at the top or bottom of a ramp, but would be disabled in front of a flight of steps. Impairment is the loss or limitation of physical, sensory or mental function on a long term or permanent basis. Disablement is the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others, due to physical or social barriers (*Disabled People's International 1981*).

Special schools have been specifically set up to cater for the needs of disabled children. Why deprive these children of such tailor-made provision?

Separate special schools were first set up in the 19th and early 20th centuries, at a time when disabled people were not thought to be part of mainstream society and institutions. Today social values have transformed and disability equality is firmly established in national and international legislation. Long-standing convention and familiarity, however, can mask the discriminatory aspects of an educational system which has been set up to exclude disabled children from ordinary local schools. CSIE suggests that with creative use of resources, including human resources, this question can be turned on its head: why deprive disabled children of the opportunity to grow up, learn and develop with their peers? Indeed, why deprive any child of the opportunity to relate to the full diversity of people? Staff from existing special schools can play a key role in building and maintaining schools' capacity to support the learning and development of disabled children.

Well-resourced inclusion is very expensive. Doesn't it make financial sense to have all relevant resources in one location and educate disabled children there?

We need to look at the full picture: as well as running costs of maintaining separate settings with concentrated resources, disabled children need to get to them every day. Millions of pounds are spent each year to transport disabled children long distances twice a day, often by taxi with an escort, in order to educate them away from their non-disabled peers. This makes neither financial nor social or educational sense.

Mainstream schools do not have the specialist staff or equipment needed to cater for the needs of disabled children. How are we supposed to educate them?

There is no doubt that resources and training are valuable and that accessing them often requires money, time and will. (And we all know what happens “when there is a will”.) Principles underpinning “special education”, however, are exactly the same as those underpinning “education”: setting meaningful and relevant learning objectives, building on a child’s knowledge and skills, one step at a time, utilising their strengths. Many teachers have been pleasantly surprised to find that creative ways to respond to the diversity of learners often emerge from their own resourceful thinking, sometimes in consultation with external agencies, always in consultation with young people and their families. This is not to say that including disabled children in ordinary schools is easy, but that it is possible. There is no type or degree of impairment which hasn't been accommodated in an ordinary school.

CSIE maintains that if we want to prepare our pupils for life in an inclusive society, it seems pointless to work with some children in one type of setting and with others in separate institutions. All children and young people benefit from growing up, learning and developing with each other. In the words of Micheline Mason, founder and former director of the Alliance for Inclusive Education: “Appropriate resources are vital for the learning and development of disabled children. The most essential resource is free and abundant in mainstream schools: non-disabled children.”

Disabled children would be teased and bullied in mainstream schools. Why subject them to harsh treatment?

Research² has shown that children with statements of special educational needs for moderate learning difficulties are bullied as much in special as they are in mainstream schools. The same research also found that pupils attending special schools experienced far more bullying outside of school, by other children in their own neighbourhood.

2. B. Norwich & N. Kelly (2004). *Pupils' views on inclusion: moderate learning difficulties and bullying in mainstream and special schools*. British Educational Research Journal, vol 30, issue 1.

Many schools that have included disabled pupils have found that children are far more accommodating than adults had anticipated. In any case, harassment of any student is far less likely to occur in a school which fosters inclusive values. If disabled children are at risk of being bullied, it makes more sense to address the bullying and minimise the risk, rather than deciding to exclude disabled children as a way of protecting them.

A disabled pupil would take up too much of the teacher's time. Why should other children's learning suffer?

The vision of an inclusive education for all learners does not equate to admitting all children in schools as we know them. Much more than this, it is about rethinking how teaching and learning are organised, so that schools can value, respect and support the learning & development of all children from the local community, whatever their background or perceived ability. At a time when schools are increasingly expected to support personalised learning, there is no reason why tailor-made provision has to be offered in separate institutions. Careful attention to differentiation and resourcefulness in teaching methods and materials, even if prompted by the presence of one pupil, have been shown to benefit all.

What is the role of special schools in the 21st century?

There was never a moment in time when policy makers considered how best to educate disabled children and decided in favour of separate schools. This didn't happen ever, anywhere. Separate schools began appearing in the 19th century, mostly as isolated attempts to provide education for children whom the then education system was leaving behind. That education system was based on social values of its time and, therefore, saw no point in educating disabled children and even considered some of them incapable of learning.

Nowadays social values have transformed and disability equality is firmly established in national and international legislation, which clearly state every child's right to mainstream education. Disability equality is understood in multiple and contrasting ways, however, to the extent that what is seen as good educational provision by some is considered anachronistic and discriminatory by others. What is education's answer to the claim that established systems act as disabling barriers for some children and young people? CSIE sees this as a human rights question, to which education is urgently called upon to find an answer.

Disabled adults tell us that segregated education is inappropriate because it perpetuates stereotypes, disempowers disabled people and keeps them at the margins of society. The issue of mainstream or segregated schooling for disabled children is often seen as a polarised argument that remains unresolved. Supporters of a mainstream education for all advocate this in the name of disability equality and the understanding that, if some children are excluded from ordinary schools, prejudice and discrimination will persist. Supporters of special schools, on the other hand, argue that these are needed because they offer provision that is not regularly available in mainstream schools. The two positions do not contradict one another. The first represents a human rights position, the second a partial reflection on existing practice.

Children learn from one another, as well as from adults, and establish friendships in school that can last a lifetime. No matter how excellent the facilities or how committed and experienced the staff may be, the fact remains that separate special schools are segregating institutions. They deprive disabled learners of the opportunity to grow up, learn and develop with their peers. They also deprive all children of the opportunity to relate to the full diversity of their peers.

Inclusion is all right for some, but there will always be children for whom inclusion cannot work. Why insist that all means all?

Including disabled children in ordinary schools, when well-resourced and managed, has been shown to be of benefit to all children. It might be worth exploring what assumptions lie behind this question. What is it that is believed to make inclusion impossible for some children? If it is the type or degree of their impairment, why does this pose a challenge for education? If it is the culture and organisation of mainstream schools as we know them, are these fixed and rigid, beyond the possibility of change?

It sometimes helps to consider the same issues in a different context. If you were to become disabled (and many of us will, possibly in later life) how would it feel if you were denied access to your regular place of work or leisure? How would it be if you were told that, instead, you should attend an alternative place, which is tailor-made for your needs and full of other people like you? You may well value some contact with others who are, for example, wheelchair-users or partially sighted, but would you be happy to have this instead of your regular contact with existing friends and colleagues?

Furthermore, if it is thought that a pupil “cannot access the curriculum” is it, in principle, better to turn the pupil away or to make every effort to make the curriculum relevant and accessible to this pupil? Seeing disabled people as significantly different from non-disabled people is only one way of meaning-making; it focuses more on differences than on similarities. When considering children’s “needs” some people may focus on a perceived need for physiotherapy or speech & language therapy, while others may prioritise needs shared by all children, such as to belong to your local community, to make friends or to learn about collaboration and negotiation. We are all good at some things and need help with others, and we would probably all find it frustrating if other people primarily defined us by what we need help with.

What is expected of schools has changed considerably over a short period of time. Until the 1960s children and young people categorised as “educationally subnormal (severe)” were thought to be “ineducable”. Provision for them was made by health authorities, often in Junior Training Centres. The Education Act of 1970 transferred responsibility for these children to local education authorities and many Junior Training Centres got renamed as “special schools”. A decade later, the 1981 Education Act abolished all previous categories of “handicap”, introduced in legislation the concept of “special educational need” and stated that every child has a legal right to be educated in a mainstream school, as long as certain conditions are met. Subsequent laws have amended the specific conditions, but the basic entitlement has been reiterated in all education laws, including in the Children and Families Act 2014. How has education changed in response?

Recent evidence confirms that, in some areas, schools have transformed and are successfully educating children with any type or degree of impairment. In other areas long-established views about how schools should organise teaching and learning have remained fixed and there continues to be an underlying assumption, shared by many professionals, that some disabled children cannot be included in their local school. CSIE suggests that, even though education has evolved and continues to evolve, some perceptions remain deeply rooted and create institutional barriers to disabled children’s learning and participation in their local community.

- LGBT equality in education
- Disability equality in education
- **Ethnicity equality in education**
- Raising achievement of all pupils

Ethnicity equality in education



What is racism?

Racism is the belief that people who have a particular skin colour, nationality, religion or culture are inferior. It can take the form of an individual's actions (for example verbal or physical abuse or exclusion) or an institution's procedures which disadvantage a particular group of people (institutional racism). Racism can also be very subtle; sometimes there may be a sense of unease, without any particular comment or action that can be identified as racist. In 1999 the Macpherson Report defined a racist incident as "any incident which is perceived to be racist by the victim or any other person" and this remains the most widely accepted definition today. Racist beliefs, systems and laws have led to oppression, harassment, hate crime and, in extreme cases, genocide.

Where does the word racism come from?

Many years ago people believed that it was possible to categorise human beings into groups that were called 'races' and that such categorisation could establish some physical characteristics (for example skin colour, hair type or facial features) as well as particular abilities or qualities. The belief that by looking at a person's physical characteristics one can draw conclusions about their abilities, and that some 'races' are altogether inferior, or superior, to others, has come to be known as racism.

Through research into genetics, and other advances in scientific knowledge, it is now very clear that only a very small number of genes determine our physical appearance and they are not in any way connected to genes that influence our abilities or qualities. Research confirms that there are more biological differences within any one so-called 'race' than between any two. This effectively means that there is only one race – The Human Race – to which we all belong and that people of all colours and appearances can have similar potential.

Why do racist incidents happen?

As with any form of prejudice-based bullying or harassment, racist incidents happen because some people try to hurt others at times when, or in places where, they think they can get away with it. Racist incidents may also happen because of ignorance.

Each person has their own world view. This is the way in which we understand the world; the way we make sense of people and their actions, and the way we feel about what goes on around us. The beliefs that shape our world view come from our personal experiences and our environment; from everything we see, do, hear, read and feel.

People who have racist ideas and attitudes are acting in line with their world view. Perhaps people who are important in that individual's life have shared their racist ideas with them or they may have had a bad experience with one person and, from there, drawn conclusions about an entire group.

Our families, education, friends, wider community and the media can all influence our beliefs and, therefore, our world view. Everything we read or hear will be based on someone else's world view, so will not be neutral. It is important to always question where our beliefs come from.

Why can't I call someone a 'Paki' if they come from Pakistan?

A common argument is that the word 'Paki' is simply short for Pakistani. However, the way this word has been used has made it a derogatory term, often used to belittle someone. Even if the person using this word has no intention of hurting or upsetting anybody, the fact remains that the word has been used to hurt or scare people and can be painful or threatening to those who hear it.

Are white people ever targeted by racism?

Yes! We all have a skin colour, nationality and culture and some of us have a religion; this leaves every single one of us vulnerable to experiencing racism. Racism can take place between people who have the same skin colour but a different nationality or religion. For example a white English person could be racist to a white Irish person, or a black Christian person could be racist towards a black Muslim person. It is important to remember that racism is usually directed at people from minority groups by people who are in the majority in that location. In Britain, racism is much more likely to be experienced by people in minority groups, but not all of those people are black. For example some Muslim people, Polish people, Gypsy, Roma and Travellers can be the targets of racist abuse, even though many of these people are white.

Why can't I have my own views, even if you call them 'racist'?

People are always entitled to their own views, but there are laws that determine how people can or cannot treat one another. In UK law it is illegal to treat someone in a way that makes them feel harassed or discriminated because of their particular skin colour, nationality, religion or ethnicity (Equality Act, 2010). It is illegal to commit an offence which incites racial or religious hatred (Racial and Religious Hatred Act 2006) and if someone commits a crime which is racially motivated, it is considered a racially aggravated offence which increases the seriousness of the offence and results in a heavier sentence (Crime and Disorder Act 1998). People can also be prosecuted and charged with 'Malicious Communication' (Malicious Communication Act, 1988) if they are being racist online, via social media, text message, email or telephone.

Do we have to avoid racist language even in friendly dialogue?

Yes! People who use racist language may mean no harm, but those who hear it can be hurt by it. Using someone's skin colour or ethnicity as an insult can have a deep effect. It implies that it is negative to be of that background and attacks something which is an integral part of that person's identity. It is not just an attack on the individual, but on other members of their family, community or group. Allowing 'jokes' or 'banter' about someone's skin colour, nationality, religion or culture creates a society where that behaviour appears acceptable and paves the way for ridicule, name calling, exclusion and more serious forms of racism like violence and murder. American psychologist Gordon Allport, in his 5-point scale for the manifestation of prejudice in society, lists as the first step Antilocution (which means 'speaking against' and implies a majority group freely making jokes about a minority group), followed by Avoidance, Discrimination, Physical attack, and finally Extermination.

Is it better to describe somebody as 'black' or 'coloured'?

Describing people as coloured is old fashioned and comes from a time when black people were treated very unfairly; it is much better to use the term black. Coloured was used to refer to anybody who was not white, which could imply that to be white is considered 'normal' or default. The fact remains that every human has a skin colour, so technically we are all coloured. Sometimes people are worried about using the word black and think it might be rude or even racist, but as a descriptive term it is absolutely fine, and is a term that has been chosen by and is used by black people.

Is it OK to ask questions about why people are different?

Some people may feel uncomfortable about asking others directly about differences in skin colour, religion, nationality and/or culture, but not asking these important questions can lead to assumptions, which are often based on prejudice or stereotypes. If you want to know something about a person, for example how they would like you to refer to their skin colour or why they are wearing a particular piece of religious clothing, it is best to ask them politely. This is much better than guessing and potentially offending someone. It is also important to remember that a person's answer will be personal to them and that no individual can be expected to speak for a whole culture.

Other people in my school think of Muslim people as terrorists. How can I reassure them?

A small number of people of any religion may engage in extreme violence but that doesn't make all people of that religion extremists. There are approximately 1.7 billion Muslims in the world and only a very tiny percentage has ever been involved in any terrorist activity. Worryingly, many people are being attacked and blamed for the actions of this small number of extreme people, because they may share a faith or skin colour. In 2013 more than 1,400 children and young people contacted ChildLine about racist bullying, an increase of 69%, with young Muslims reporting that they are being called "terrorists" and "bombers". Being a Muslim is only one part of a person's identity and may not be the most important part. Within a large group of people who share the religion Islam, there is a massive amount of diversity! It is so important that we question information that we see in the mainstream media about Muslim people and look for alternative evidence to back up our opinions.

Other people in my school are worried about the growing number of immigrants in the UK. How can I reassure them?

Recent advances in communications and transport industries have meant that people move from one country to another with much more ease than ever before. Some people choose to leave the UK and others choose to enter it. An estimated 4.7 million British born people have emigrated and now live abroad (Home Office, 2012). Those who fear the UK is being "flooded" by immigrants should be directed to the most recent census data, which shows that 87% of the population of Britain are UK born and just 13% are foreign born residents.

Immigrant is an umbrella term to describe someone who comes from one country to take up residence in another. People move from one country to another for different reasons. Some of the most common are:

- Asylum seekers: people who have fled their country, usually fearing for their safety, and have lodged an application to be recognised as a refugee for protection. Less than 2% of the world's asylum seekers come to the UK and, of these, many are refused permission to stay. Most know very little about the UK asylum or benefits systems before they arrive, and have no expectation that they will receive financial support (Refugee Council, 2010). People seeking asylum are generally not allowed to work at all until they are granted the right to stay. They do not receive state benefits, but instead have a separate system of limited support that is less than regular benefits.
- Refugees: people living outside their country of origin due to fear of persecution. Permission to stay is initially given for 5 years, in case the situation in their country improves or the threat is removed; applications to remain indefinitely can only be made after the 5 year period.
- Economic migrants: people who migrate from one country to another for work.
- Students: One of the largest groups of immigrants are fee-paying students and many universities would struggle to survive without the substantially higher overseas fees.

It is important to remember that immigrants make a positive contribution to the UK. Many fill skills gaps and take on jobs that UK employers can't fill. They also bring diversity to the workforce which has been shown to improve productivity. Britain has an aging population, but the majority of migrants are young and fit and contribute much more to the economy than they take out.

- LGBT equality in education
- Disability equality in education
- Ethnicity equality in education
- **Raising achievement of all pupils**

Raising the achievement of all pupils



Our school is rated very highly for pupil achievement and our results reflect this. How do these frequently asked questions apply to us?

Even in schools where the majority of pupils achieve very high grades, it is possible that some pupils do not perform as well as they could, or that individual pupils are not expected to do well. Most schools will have well established systems for tracking the learning of pupils eligible for Free School Meals or pupils who frequently face prejudice (for example black and minority ethnic pupils including asylum seekers and refugees, those for whom English is an additional language, those from Gypsy, Roma, Traveller communities and other Emerging Communities, lesbian, gay, bisexual and transgender pupils or those who have learning difficulties or sensory or physical impairments). There may also be other pupils in school who experience barriers to learning and participation, for example those who have mental health issues, who have been bereaved, are in care, are victims of neglect, or living in homes with domestic violence or substance misuse, those who are young carers, young parents or young offenders. The Ofsted report *Unseen children: access and achievement 20 years on* (June 2013) noted that “a large minority of children still do not succeed at school or college, becoming increasingly less visible as they progress through the system. This unseen body of children and young people that underachieve throughout our education system represents an unacceptable waste of human potential and incurs huge subsequent costs for all of us.” This is an open invitation to schools to make all pupils visible, see each one as unique and equal, demonstrate respect, promote the well-being and support the learning of every pupil. When schools focus on improving learning for a particular group of children, the changes that are made usually benefit all pupils. Last but not least, remember that inclusion is a process; it is not so much what you do but how you do it that makes the difference.

What more can we do to raise achievement other than organising extra lessons?

Sometimes no matter how good, or how plentiful, the teaching is, pupils are not in a good position to learn. Schools that are effective in raising the achievement of all learners track pupil progress and scrutinise this data, identify which pupils would benefit from additional support and consider how best to help each one. Other than extra lessons, meaningful interventions can take the form of pastoral care, improving pupils' well-being, sense of belonging and safety in school, helping pupils understand how school work can benefit them, or offering additional support to improve organisation, learning strategies or use of English. Assessment data can also feed into staff development or be used to challenge low expectations which some staff may have of their pupils. Recent research³ highlights that schools which raise the achievement of all pupils tend to have strong leadership teams which value and celebrate diversity, and teachers who are well prepared to respond to diversity, have a strong sense of professional identity and feel empowered. They have high aspirations for all their pupils, knowing what they want them to achieve and how they are going to get there, ensure that nobody in school feels unsafe, belittled or looked down upon, and take every opportunity to challenge prejudice and stereotypes. Through providing a safe and supportive learning environment, teachers' high expectations are reflected in young people's belief in themselves and, ultimately, their performance. Responsibility is understood to be shared among all staff, not just pastoral or support staff. It is also important to involve parents (see below) and to have a curriculum that is meaningful and relevant to all learners and is responsive to diversity.

Some parents are hard to reach, what can we do?

Parents may appear disinterested or disengaged for a number of reasons; some may work very long hours, may not be confident English speakers, may have had unhappy school experiences themselves or may be inclined to leave their children's education "to the experts" without considering that they, too, are also experts on their own children. Making parents feel welcome in school and seen as partners in their child's education can help to keep the door open for them. Many parents value events which help them understand how, for example, reading, maths or other subjects are taught in school; this may be very different from their own school experiences or what they had imagined. It is important to try to make such events accessible to all parents, for example by providing interpreters, to ensure all parents can be empowered to support their children's learning at home. Such events can also provide opportunities to get to know parents and encourage them to become involved in school life. It is helpful to connect the curriculum to the experiences and backgrounds of these communities and see them as a rich learning resource that is valued in the school. Settled community members are often willing to help schools establish contact with families new to the area.

3. *Making the Difference: Ethnicity and Achievement in Bristol Schools* (L. Tikley & J. Rose, University of Bristol, 2014)
<http://goo.gl/FMAL2s>

We are expecting a new pupil who speaks little or no English, what can we do?

It is important to get things right from the very beginning and a rigorous induction process, differentiated for families with different needs and clearly laid out in an induction policy, can help ensure this. It is important that every new pupil gets the same quality of welcome, even if this is through a different process. For children who speak little or no English it is all the more important to ask their family pertinent questions about the young person's background and home circumstances, so that class and subject teachers can have access to a full range of information about their new pupil. It is also important to seek the help of interpreters in order to assess the learning of children who speak little or no English. It is important to remember that, in addition to language barriers, young people that have recently arrived to the UK are likely to feel homesick, overwhelmed, confused and may come from a background that has very different understandings or expectations of education. Finding out about these things and responding accordingly can make it infinitely easier for young people to settle in. It is vital not to lose sight of high expectations for all learners.

Following the induction process it is important to keep lines of communication open between school and family, and to continue using interpreters for as much as possible. It is essential that all staff feel confident to respond to the full diversity of pupils who make up the school community and to challenge any assumptions, prejudice or stereotypes. More detailed practical support can be sought from the National Association for Language Development in the Curriculum (NALDIC, www.naldic.org.uk) or from local ethnic minority achievement (EMA) teams.

Some pupils who have learning difficulties cannot achieve at the same level as their peers, is it OK to have lower expectations for them?

Unlike attainment, which is linked to particular benchmarks, achievement is a relative concept linked to individual circumstances. Schools are well accustomed to negotiating realistic learning objectives that are meaningful and relevant to each pupil. This applies to pupils who have learning difficulties as well. Subject-specific learning objectives may be different from the objectives of most of their peers, and will need to be negotiated in relation to each young person's particular strengths and needs. In addition, some pupils who have learning difficulties may need help to learn important life lessons which their peers often learn from experience. Skills for living and learning together, or interpersonal skills necessary for successful relationships, are among the skills that some children who have learning difficulties may need help with; for example learning to make and keep friends, or to negotiate and collaborate with others. Whatever the learning objective, however, reaching a goal is always an achievement. Raising the achievement of pupils who have learning difficulties is every bit as important as this is for anybody else, if not more so! Pupils who have learning difficulties had been left out of ordinary schools for historic reasons and raising social and educational aspirations for them is long overdue.

We have no Gypsy, Roma or Traveller communities in our area so why should we have to consider issues about them?

We educate children about a range of issues, places and people that are not in the school's immediate environment. This helps prepare children to live in a diverse world. We need to educate children about a wide range of cultures, faiths, sexual orientations, gender identities and more, in order to help them embrace difference and resist prejudice.

Gypsy, Roma and Traveller (GRT) communities are not homogenous communities but they do have linked histories and experiences of racism. They are recognised in UK law as ethnic minority groups, which means they are protected against racism and discrimination. Across Europe overt prejudice towards these communities has always been more intense than towards other ethnic communities. They suffer disproportionately from both direct and indirect discrimination across societies. They are the most marginalised ethnic minority in the UK and continue to endure extreme levels of prejudice and discrimination. Stereotypes are strong and widespread and some people from these communities feel that popular television series about them do not represent their culture accurately. Even if you have no GRT pupils in school, discussing issues about them will enable better understanding of their ways of life and help to break down prejudice against them. Specialist Traveller Services can provide support and training for schools and pupils on overcoming prejudice and discrimination against GRT communities. The Equality Act 2010 places a legal duty on schools to promote good relations between people who have characteristics protected by the Act, such as belonging to a GRT community, and those who do not.

How do we explain to parents why some pupils get additional support for learning?

Most schools understand, and can help concerned parents to understand, that there is a moral and legal imperative for supporting the learning of all pupils. School policies about support for learning should be open and transparent, with clear aims and clearly articulated benefits to all pupils and the school as a whole. Parents can be helped to understand that promoting equality of opportunity does not mean that all pupils should be treated the same. Quite to the contrary, in order to treat people equally, we often need to treat them differently because some may need particular support that others do not. By not giving others the same support (which they do not need) we are not depriving them of anything. Parents can also be reassured that resources to support the learning of specific pupils are not diverted from everyday school provision. For example, pupil premium funding comes from a separate national budget with the express purpose of targeting specific, effective support over and above what the school ordinarily provides.

Equality in education: what UK law says



The Human Rights Act 1998 brings the European Convention on Human Rights into UK law and sets out the fundamental rights and freedoms that individuals in the UK have. It lists 16 basic rights, including the right to an effective education, and specifies that all rights must be secured without discrimination on any ground including, but not limited to, grounds of sex, race, colour, religion, property, sexual orientation or marital status.

The Equality Act 2010 protects people in England, Scotland and Wales from unfair treatment on the basis of nine protected characteristics: age; disability; gender reassignment; marriage or civil partnership; pregnancy & maternity; “race” (this guide refers to ethnicity); religion or belief; sex; and sexual orientation. It places a duty on employers and service providers, including schools, to make “reasonable adjustments” so that disabled people are not placed at a substantial disadvantage compared to non-disabled people. It places on all public bodies, including schools, the public sector equality duty which is made up of:

- the general duty, which aims to: a) eliminate discrimination, harassment and victimisation; b) advance equality of opportunity; and c) foster good relations between those who have protected characteristics and those who do not.
- the specific duties: a) to publish information annually, to show how the school has complied with the general duty and (for schools with 150 or more employees) to provide information on its workforce, with regard to the protected characteristics; and b) to prepare and publish equality objectives.

In Northern Ireland equivalent legislation protects people from discrimination, harassment and victimisation on the basis of: age (**Employment Equality (Age) Regulations (Northern Ireland) 2006**); disability (**Disability Discrimination Act 1995 (DDA) and Disability Discrimination (Northern Ireland) Order 2006 (DDO)**); ethnicity (**Race Relations (Northern Ireland) Order 1997 and Race Relations (Amendment) Regulations (Northern Ireland) 2003**); religion or belief and political opinion (**Fair Employment and Treatment (Northern Ireland) Order 1998 (FETO)**); sex (including gender reassignment, marriage & civil partnerships, and maternity & pregnancy) (**Sex Discrimination (Northern Ireland) Order 1976 amended 1988 and Equal Pay Act (Northern Ireland) 1970**); and sexual orientation (**Employment Equality (Sexual Orientation) Regulations (Northern Ireland) 2003**). **The Northern Ireland Act 1998** places on all public bodies, including schools, the public sector equality duty, to have due regard to the need to promote equality of opportunity between: a) people of different religious beliefs, political opinions, ethnic groups, ages, marital statuses or sexual orientations; b) people of different genders; c) disabled and non-disabled people; and d) people with and without dependants.

Part III of the **Children and Families Act 2014** (Children and young people in England with special educational needs or disabilities) confirms every child’s right to mainstream education, as long as this is consistent with their parents’ wishes, the efficient education of other children, the efficient use of resources, and that the education offered is appropriate to the child’s needs. CSIE suggests that such requirements are largely shaped by the way teaching and learning are organised in schools, and by schools’ readiness to embrace the social model of disability. In Scotland the Education (**Additional Support for Learning**) (**Scotland**) **Act 2004 and 2009** provides a framework through which all children and young people should be provided with the support they need to make the most of education. In Northern Ireland the **Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDI)** confirms every child’s right to be included in a mainstream school, if that is the wish of their parents and is compatible with the provision of efficient education for other children.

Equality in education: what international law says

Additional information is available at www.csie.org.uk/inclusion/human-rights.shtml

The **UNESCO Convention against Discrimination in Education** (1960, signed by the UK in 1962) covers the right of all people to enjoy education without discrimination. Article 2 covers single-sex, private and faith-based education; article 5 addresses the purpose of education and parental choice.

The **International Convention on the Elimination of All Forms of Racial Discrimination** (1965, ratified by the UK in 1969) covers the right of all people to enjoy all human rights without discrimination on grounds of “race, colour, descent, or national or ethnic origin”. Article 5 asserts the right to education without discrimination.

The **International Covenant on Economic, Social and Cultural Rights** (1966, ratified by the UK in 1976) covers economic, social and cultural rights. Article 2 states that these rights should be enjoyed without discrimination; articles 13 and 14 assert the right to education.

The **UN Convention on the Elimination of All Forms of Discrimination against Women** (1979, ratified by the UK in 1986) covers the rights of women, including girls, to enjoy all human rights without discrimination on grounds of gender. Article 10 recognises the right to education without discrimination; article 14 refers to education for women living in rural areas.

The **UN Convention on the Rights of the Child** (UNCRC, 1989, ratified by the UK in 1991) protects all children (including young people up to the age of 18) from discrimination (Article 2) and states that all decisions made should be in the best interests of the child (Article 3), aiming for the child’s optimal development (Article 6) and taking into consideration the views of the child (Article 12). Article 23 confirms that disabled children also have all rights in the Convention and Articles 28 & 29 that every child has a right to an education which develops their personality, talents and abilities to the fullest.

In April 2013 the Department for Education issued statutory guidance to all local authorities and maintained schools in England and Wales, which requires them to have regard to the general principles of the UNCRC and to ensure that children and young people are involved in the development and delivery of local services.

This guidance also requires local authorities to maintain an audit trail to demonstrate how equality issues were considered during any decision-making process. In Scotland the Children and Young People (Scotland) Act 2014 places a duty on schools to report every three years on the steps taken to secure better or further effect of the UNCRC. In Northern Ireland the Department for Education issued essential guidance in June 2014 on Pupil Participation, stressing the importance of young people’s opinions being heard and listened to.

The **UN Convention on the Rights of Persons with Disabilities** (2006, ratified by the UK in 2009) states (Article 24) that all disabled children and young people should fully participate in the state education system and that this should be “an inclusive education system at all levels”. As part of ratifying the Convention, the UK registered a declaration which includes: “The UK Government is committed to continuing to develop an inclusive system where parents of disabled children have increasing access to mainstream schools and staff, which have the capacity to meet the needs of disabled children.” (<http://goo.gl/A72aRF>)

The Committee on the Rights of the Child issues additional guidance to ensure the Convention is being interpreted as intended. In General Comment no. 9 (2006, on the rights of disabled children) it states that disabled children are still “facing barriers to the full enjoyment of the rights enshrined in the Convention”, that “the barrier is not the disability itself but rather a combination of social, cultural, attitudinal and physical obstacles which children with disabilities encounter in their daily lives” and that “inclusive education should be the goal of educating children with disabilities”.

Learning about equality, diversity and human rights



When addressing sensitive issues, it is helpful to have agreed ground rules. It is important that everyone feels able to express their views and feelings freely; consider asking everyone to make their point to the facilitator and to respond to a point, not to a person.

Equality in the curriculum

Make sure that every equality issue is fully represented in the curriculum as an ordinary part of life. Build into the curriculum learning about equality, diversity and human rights, including what the law says about equality and children's rights. Connect this knowledge to school values and commitment to equality and make sure it is reflected in everyday interactions in school. Also build into the curriculum learning about Allport's scale of prejudice, or other similar model, to help pupils understand how seemingly harmless banter can pave the way to more serious forms of violence. Take every opportunity to challenge stereotypes and educate pupils away from prejudice. As one pupil repeatedly subjected to homophobic bullying put it: "Teach them! If they don't learn, they are not going to change."

Burning questions* – an activity in two halves

Select an equality issue and set up a safe space for discussion, establishing and keeping ground rules. Encourage pupils to ask any questions they have, particularly about things which confuse or discomfort them. Answer as many as you can, honestly and objectively. If you are unsure how to answer a question appropriately, either you or a pupil can undertake to look into it. Invite more questions to be voiced, as this can prompt pupils' thinking and generate more questions. At the end of the first session invite pupils to write on a piece of paper, anonymously, any question which they have not been able to ask aloud. If they have none, invite them to write e.g. "I do not have any questions right now", so that nobody can be identified for asking a question, even anonymously. Respond to any written or outstanding questions at the next session. Consider making a box available for pupils to drop in "burning questions" at any time.

Questioning evidence*

Make it explicit and keep reminding pupils that every person has their own world view; everything we read or hear will be based on someone's world view, so will not be neutral. Discuss how youth culture is represented in the media and how this compares with their own experiences. Compare two or three accounts of the same news story and look for views or beliefs behind each one, or any sign of prejudice or stereotype. Help pupils realise how preconceived ideas shape our understanding: tell a story, ask questions about it and review which answers were in the story and which were assumed. Invite pupils to write a report on a school event and explore the range of angles that emerge. Encourage pupils to look for underlying assumptions behind any spoken or written comments.

*Based on suggested activities described in more detail, alongside many other similar activities, in the Education Pack *No Place for Hate* published by Show Racism the Red Card (<http://goo.gl/49qoUB>).

Young people at the heart of protecting children's rights in school

Anti-bullying initiatives

Organise training for staff and pupils on anti-bullying strategies. Involve the whole school community in drawing up an action plan to reduce bullying, including cyber bullying. Connect this to ongoing initiatives to celebrate diversity and advance equality, as well as to pupils' knowledge about the UN Convention on the Rights of the Child and other human rights instruments. Review progress collaboratively.

School Council

Invite the School Council to consider the extent to which wants to be involved in matters of equality and children's rights. It may, for example, choose to have equality as a standing item on the agenda, or to become more involved by, for example, actively seeking pupils' perspectives or exploring creative ways to celebrate diversity in school.

Equality Monitors

Invite each class to select an Equality Monitor, with a remit of keeping a watchful eye on day-to-day interactions and reporting any concerns. Other pupils can raise concerns with their Equality Monitor as an alternative to talking to a member of staff or doing nothing. Offer training on equality and human rights at the start of each academic year, with external trainers if appropriate, and keep lines of communication open.

Equality group

Set up an equality group of pupils to work in collaboration with staff on advancing equality in school. Set priorities together and invite the group to research particular aspects of school life, to offer a pupil perspective on how the equality policy is being put into practice. Invite the group to report back to staff and/or governors and to be proactive in representing pupil voice on matters of equality and children's rights.

Peer support

Set up events to promote good relations between people who have a protected characteristic¹ and those who do not. Encourage pupils to build relationships with their peers from diverse backgrounds. Encourage and support pupils to establish a gay/straight alliance like any other club in the school, Circles of Friends, buddy systems or any other form of peer support.

1. The 9 protected characteristics named in the Equality Act 2010 are: age; disability; gender reassignment; marriage & civil partnership; pregnancy & maternity; "race" (this guide refers to ethnicity); religion or belief; sex; and sexual orientation.



Core (Fundamental) Values



Our core values

Equality: Making It Happen is underpinned by CSIE’s core values of equality and respect for all. It encourages schools to challenge any form of prejudice or discrimination, including institutional discrimination. We believe that diversity is part of what makes the world beautiful; people from a range of social, cultural, ethnic and religious backgrounds, who may be heterosexual, lesbian, gay or bisexual, who may be transgender and may or may not have a range of physical, sensory or mental impairments, all contribute to the richness of everyone’s life. This guide invites schools to celebrate diversity and use it as a rich learning resource.

Your school’s values

It is important to take time to negotiate and clarify a school’s core values and to make sure that these are clearly expressed, easily accessible in a prominent place and reflected in everyday school life. All staff and governors should have access to information, resources and training as appropriate, so that they feel confident in their respective roles to ensure that the school’s values are translated into action. Schools may wish to refer to the section on developing a framework of values in the *Index for Inclusion: developing learning and participation in schools* (Booth & Ainscow 2011, 3rd edition published by CSIE), a 4th edition of which will become available from www.indexforinclusion.org, a network set up by the principal Index author.

“Fundamental British values”

At the time of going to print, maintained schools in England are expected to promote “fundamental British values” in the context of promoting pupils’ spiritual, moral, social and cultural (SMSC) development. “Fundamental British values” were first articulated in the Prevent Strategy (2011) and include: democracy; the rule of law; individual liberty; and mutual respect and tolerance of different faiths and beliefs. These, as well as the core values of equality and respect for all others (i.e. not only those who have different faiths or beliefs), are widely recognised as universal values which one would expect to find in any democratic society. Protecting pupils from any type of deceptive relationship or influence has to remain a top priority for schools, regardless of whether the external influence has a religious, political, sexual, social, or any other nature. The Oxford dictionary defines “British” as an adjective: a) relating to Great Britain or the United Kingdom, or to its people or language; or b) of the British Commonwealth or (formerly) the British Empire. Accordingly, when schools seek to define Britishness, it is recommended that they consider this in its full historic context and guard against any assumptions of ethnic or cultural homogeneity.

Developing an equality policy for your school

More than helping schools to complete a paper exercise and fulfil a mandatory requirement, this guide invites schools to: explore their position on a range of equality issues; articulate their values and their commitment to equality; and base whole school development on actively seeking equality for all, particularly those at risk of marginalisation or discrimination.

Equality legislation places the public sector equality duty on all schools requiring them, among other things, to be proactive in promoting equality between diverse groups of people. For more information please see the card “Equality in education: what UK law says” included in this guide. Schools also have a statutory duty to publish a wide range of policies, including some which have a bearing on equality issues; for example policies on behaviour, sex and relationship education, special educational needs and supporting pupils with medical conditions. CSIE suggests that the latter two may be better presented as part of a wider-reaching policy on teaching and learning.



Writing an equality policy can help schools focus their thinking and articulate their intentions with clarity. Reviewing the policy is an opportunity to revisit the issues and evaluate everyday practice against stated intentions. In writing, living and reviewing an equality policy, schools may want to consider the following:

- **How do we know that we value all members of our school community equally?**
This guide offers many suggestions, including on effective consultation, staff training, monitoring well-being and pupil achievement, and responding consistently to all forms of prejudice-based bullying.
- **How does the school create a positive learning environment?**
Developing an inclusive curriculum and using affirmative language are among this guide’s suggestions.
- **What equality issues should the policy specifically mention, to ensure they are not lost in daily routine?**
Any aspect of one’s identity or the need to eliminate prejudice-based bullying may be indicated.
- **What attitudinal or institutional barriers might be hindering the learning and participation of all children and young people who live in the school’s locality, including those who are not currently on its roll?**
Being proactive in promoting equality is a key requirement of the public sector equality duty. Schools may need to consider the implications of turning prospective pupils away because they are disabled, or not addressing a protected characteristic until someone arrives in school who has this characteristic.
- **How can everyone in school be meaningfully engaged in writing, living and reviewing the equality policy?**
Meaningful consultation can be achieved through assemblies, conversations in lessons, questionnaires for pupils, parents, staff, governors, and more. Advertising the school’s commitment to equality at the entrance can be very powerful, especially if a poster, or similar alternative, has been created by pupils.

About this guide



Equality: Making It Happen is a practical and user-friendly guide to help schools address equality holistically and ensure everyone is safe, included and learning. On the left-hand-side of the folder, pull-out reference cards reflect the protected characteristics covered by the Equality Act 2010. Each card offers practical suggestions for action and, on the reverse, key facts, useful resources and sources of further information and support. On the right-hand-side, cards represent various aspects of school life. Each card offers practical suggestions for action and, on the reverse, examples of good practice. The middle section contains: equality monitoring questionnaires for pupils, parents and staff & governors; frequently asked questions on key equality challenges for education; information about the law on equality in education; suggested activities for helping pupils learn about equality, diversity and human rights and involving them in protecting children’s rights in school; thoughts and considerations on core values and on developing & reviewing an equality policy; and information about this guide. A CD is included, with electronic copies of all printed materials and additional resources. The CD includes a form for recording thoughts and actions, which can serve as an audit trail for equality work; these forms are available from CSIE separately.

There is no prescribed way to use this guide; it can help schools in a range of ways, for example:

- invite staff, pupils or parents to complete equality monitoring questionnaires as part of a school audit;
- look up a particular equality issue and note opportunities for personal or whole school development;
- refer to the materials when reviewing curriculum content or delivery;
- carry out one or more of the recommended activities for responding to signs of prejudice in school;
- follow any of the suggestions for engaging young people in monitoring and protecting children’s rights;
- consult relevant reference cards or frequently asked questions when tackling prejudice-based bullying;
- revisit the materials when planning a parents’ evening focusing on equality in school;
- refer to the guide as the need arises, for example during staff meetings, in preparation for a school inspection, or when reviewing school policy or the school development plan.

About the words that we use

We refer to “pupils”, as this is the term most widely used, knowing that some schools refer to “students”. The word “parents” is used to refer to parents, carers, guardians and other adults acting in *loco parentis*.

Acknowledgements

CSIE remains grateful to the following schools for their time, commitment and perseverance to bring this guide into being:

- Eastlea Community School, London
- Emersons Green Primary School, S. Gloucestershire
- Little Heath School, W. Berkshire
- North Beckton Primary School, London
- Redland Green School, Bristol
- Sir John Heron Primary School, London
- The Wroxham School, Hertfordshire
- Yeo Moor Primary School, N Somerset

We are also grateful to the following schools for taking part in the pilot phase of this project in spring/summer 2015:

- Abbeywood Community School, Bristol
- Acorn Academy, Cornwall
- Allens Croft Primary School, Birmingham
- Altmere Infant School, London
- Bishop Rawstone Teaching School, Lancashire
- Bishops Tawton Primary School, Devon
- Bristol Brunel Academy, Bristol
- Broom Cottages Primary School, Durham
- Charborough Road Primary School, S. Gloucestershire
- Chickerell Primary Academy, Dorset
- Didsbury Road Primary School, Stockport
- Essex Primary School, London
- Hamstel Junior School, Essex
- Hartley Primary School, London
- Hullavington CofE Primary School, Wiltshire
- Kaizen Primary School, London
- Lakeview School, Bedfordshire
- Langdon Academy, London
- Laurance Haines Primary School, London
- Luckwell Primary School, Bristol
- Manor School Sports College, Northamptonshire
- Maryland Primary School, London

- Monton Green Primary School, Manchester
- Nine Maidens APA Academy, Cornwall
- Ranelagh Primary School, London
- Renhold Lower School, Bedfordshire
- Ronald Openshaw School, London
- Seymour Park Community Primary School, Manchester
- Shaftesbury CofE Primary School, Dorset
- St Andrew's CofE Primary School, Bath
- St James' CofE School, Manchester
- St Mary Redcliffe Temple School, Bristol
- St Mary's Primary School, Dorset
- St. John's CofE Primary School, Salford
- The Meriton, Bristol
- The Thomas Hardy School, Dorset
- Twynham School, Dorset
- West Ham CofE Primary School, London
- Wickford Junior School, Essex

The following individuals and organisations have also offered feedback on the pilot edition, commented on earlier drafts or otherwise supported this work: Tony Adams, Judith Carter, Alison Closs, Peter Gray, Brigid Jackson-Dooley, Mark Jennett, Richard Rieser, Sue Sanders, Isabelle van Notten, The Back Up Trust, Gendered Intelligence, NASUWT, Northern Ireland Council for Integrated Education (NICIE), World of Inclusion. We remain grateful to them all, as well as to Show Racism the Red Card and Kick Start Enterprise for their respective contributions to Frequently Asked Questions in this guide.

This work would not have been possible without the financial support of the following, to all of whom we remain grateful. For the pilot edition: Big Lottery Fund, Molitor Foundation, NASUWT, Reuben Foundation and RTR Foundation. For the current edition: NASUWT.

Learning Environment

“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela



- Ensure that all pupils and staff feel safe and free to engage in lessons and other school activities.
- Ensure that all staff challenge all forms of bullying consistently; involve pupils and their families in finding ways to address anybody’s difficulty in embracing diversity.
- Help pupils understand how seemingly harmless banter can pave the way to more serious forms of violence. Introduce them to the 5 steps in Allport’s scale of prejudice: Antilocution (speaking against someone); Avoidance; Discrimination; Physical Attack; Extermination.
- Invite all members of the school community to audit the school environment from their perspective and make improvement suggestions if they wish to. Equality monitoring questionnaires for pupils, parents, staff and governors are included in this guide.
- Ensure that all protected characteristics covered by the Equality Act 2010¹ are fully represented in all curriculum subjects as an ordinary part of life and are visible throughout the school in displays and at every other opportunity.
- Ensure that the school’s welcome to people from diverse backgrounds is not only stated but also experienced by anyone who enters the school, whether in person or virtually (i.e. visiting the school’s website).
- Help each pupil see how specific learning activities stand to benefit them personally.
- Provide safe spaces and opportunities for respectful discussion; take every opportunity to challenge stereotypes and educate pupils away from prejudice.
- Reconsider groupings such as “boys and girls” or “male and female”, as these reinforce a gender binary and keep gender-variant people invisible.
- Use learning supporters creatively, remaining mindful of the balance between the need to support learning and to encourage independence.
- Encourage and welcome diversity in the composition of staff and governors.
- Connect the curriculum to the experiences and backgrounds of all communities represented in school and see them as a rich learning resource that is valued in school.
- Connect the curriculum to stories and events being reported in local and national media. Encourage all pupils to appreciate the interrelationship between their lives and those of others, near and far.
- When new pupils arrive, use a buddy system to help them make new friends; if possible and appropriate, find buddies who speak the same language.
- Celebrate pupils’ strengths and achievements, remaining mindful of how different kinds of achievement appear to be valued by the school.
- Share with other schools your good practice in celebrating difference and find out about theirs.

1. age; disability; gender reassignment; marriage or civil partnership; pregnancy and maternity; “race” (this guide refers to ethnicity); religion or belief; sex; and sexual orientation.

Learning Environment



Learning Without Limits

At **The Wroxham School** we do not believe in labelling any child. Wroxham was part of a research project called ‘Creating Learning Without Limits’ with Cambridge University, and the principles of co-agency, trust and inclusion are at the heart of our school community. The children and staff have ownership over their own learning. In class, children are presented with different ‘challenges’ and they can choose the level that they feel is most suitable for them. This approach is highly successful and children are extremely articulate at talking about their own learning and, most importantly, what they need to do next to make their work even better.

Tube feeding in class

At **Emersons Green Primary School** a need for regular tube feeding is seen as an ordinary part of life and does not stop children from being fully engaged in school activities. As one teaching assistant explains: “A specialist feeding nurse trains learning support staff until they are fully competent. Tube feeding is carried out in class or wherever the child may be, eg in assembly or on a trip. This ensures that the child is fully included in all aspects of school life and never misses out. We introduce the tube feeding equipment to other children. In the reception class there is a tube feeding stand and equipment in the home corner.”



Learning life skills

At **Sir John Heron Primary School** pupils with labels of SEND, for example pupils who have physical or visual impairments and/or learning difficulties, are included in a cooking lesson which involves a shop walk as part of the curriculum. Pupils are encouraged to buy cooking ingredients at the local store, which involves: walking to the store (supported); choosing the needed items; waiting in line; interacting with the public. This activity increases the visibility of pupils with labels of SEND in the local community.

Visual timetables

At **Eastlea Community School** some students, for example those identified as having severe learning difficulties or autism, use visual timetables to help them understand, and remember, the structure of their school day. Visual timetables help students anticipate what will happen next and support them in their learning routine. They can also be used for students to request an activity or to go somewhere.



Leadership

“How wonderful it is that nobody need wait a single moment before starting to improve the world.” Anne Frank



- Take time to clarify and articulate your school’s values; make sure they are clearly visible in school as statements, as well as being reflected in day-to-day interactions. A card on values is included in this guide.
- Support all staff to feel confident to discuss any of the protected characteristics covered by the Equality Act 2010²; provide training and support as required.
- Ensure there are clear systems for reporting bullying and responding to it swiftly and consistently, by staff who have a solid understanding of diversity issues.
- Ensure that data tracking pupil progress gets scrutinised and that constructive support is offered to any pupils not making progress as expected.
- Help all staff to feel valued and empowered to respond to diversity; encourage a culture of constructive peer support among staff.
- Ensure the school’s commitment to equality is evident when recruiting new members of staff and shared by those who are appointed. Ensure that it is clearly stated in school displays and other information available, and that it is reflected in day-to-day interactions.
- Be prepared to explain to any current or prospective parent the school’s commitment to equality and to valuing and celebrating diversity.
- Establish a culture of openness and respect for people’s views, which allows for honest discussion and exploration of any assumptions, prejudice or stereotypes.
- Take every opportunity to educate pupils and staff away from prejudice; embed this into all curriculum subjects and in professional development of staff if necessary.
- Encourage and welcome the involvement of every member of the school community in deciding how best to advance equality in school.
- Encourage all staff to have high aspirations for all pupils; support all staff to formulate clear strategies for inspiring pupils to believe in themselves, set realistic goals and reach them.
- Establish a rigorous induction process for new pupils and staff.
- Have key documents translated in the main languages of the local community and arrange to have interpreters at parents’ evenings. Relying on a pupil to translate for their own parents may result in key messages being lost.
- Provide safe spaces and opportunities for discussion which respect the voice of all members of the school community.
- Monitor school exclusions carefully and be prepared to justify, for example to parents, governors or school inspectors, the appropriateness and necessity for each one.
- Help parents feel welcome in school as experts on their own children and equal partners in supporting their learning and development.

2. age; disability; gender reassignment; marriage or civil partnership; pregnancy and maternity; “race” (this guide refers to ethnicity); religion or belief; sex; and sexual orientation.

Leadership

Equality central to recruitment process

When appointing new staff at **Emerson's Green Primary School**, the interview panel asks at least one question related to equality and inclusion. One governor explains: "We always have a question on inclusion when interviewing, as this is fundamental to the way we work at our school." A newly qualified teacher says: "I remember being asked how I would make sure that all learners could access my lesson. I was able to say that communication with other staff, careful planning and preparation would be essential."



Clarity in commitment

Redland Green School has a specific area of its website dedicated to equality, which begins with:

- We want each student, member of staff, parent and carer to be able to participate fully in all the opportunities offered by the school.
- We welcome and respect all identities, backgrounds and circumstances.
- We want to stop discrimination and educate our community to prevent future discrimination.



Collaborative approach to appraisal

The Wroxham School applies its commitment to *Learning Without Limits* (Hart et al, 2004, OUP) in all aspects of school life, including staff professional development. The school takes a collaborative approach to appraisal. Staff plan together, then either teach or observe the lesson and jointly evaluate the learning that took place. Teachers and teaching assistants are equal contributors to this process, which is also linked to the National Teacher Enquiry Network's Lesson Study (<http://tdtrust.org/nten/lesson-study>).

Staying safe

At **Little Heath School**, as part of our Personal Development programme, Year 7 students participate in a module about Staying Safe. This includes the opportunity to discuss anti bullying and internet safety matters as well as a focus on equality and the importance of challenging discrimination. Another module later in the year focuses on our town as a vibrant, multicultural community. The school also conducts a Feeling Safe Survey once a year, where all students comment on how they feel about various aspects of life at school and can make improvement suggestions. Analysis of these surveys provides recommendations which are shared with staff and governors.

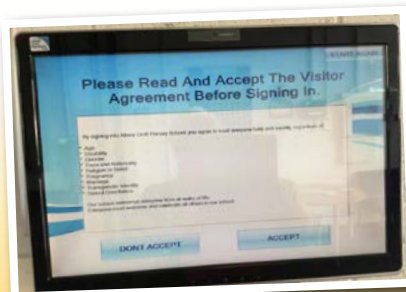
Diversity Governor

Luckwell Primary School has created a role for a Diversity Governor and the role description is available on the CD of this guide. The Head Teacher is supporting the newly appointed Diversity Governor to develop a pilot project on Celebrating Diversity. The process and all developments are available for others to follow at <http://lgbtbristol.org.uk/schools/luckwell>.



Expectations from school visitors

At **Allens Croft Primary** school staff want to ensure that visitors are aware of the school's commitment to equality and act accordingly. In the process of signing in, visitors are asked whether or not they accept this statement: "By signing into Allens Croft Primary School, you agree to treat everyone fairly and equally, regardless of: age; disability; gender; race and nationality; religion or belief; pregnancy; marriage; transgender identity; sexual orientation. Our school welcomes everyone from all walks of life. Everyone must welcome and celebrate all others in our school."



Behaviour

“You may never know what results come of your action, but if you do nothing there will be no result.” Mahatma Gandhi



- Remember that bullying is dependent upon an imbalance of power and that schools where diversity is understood and celebrated are likely to experience less bullying.
- Use any instance of bullying as an opportunity to consider and address underlying prejudice.
- Work with parents as experts on their own children when considering pupil behaviour and bullying.
- Celebrate pupils' achievements and record them through photographs, school displays, log entries, smiles, stickers or other relevant systems appropriate to pupils' age.
- Scrutinise how the behaviour policy is put into practice with different groups of pupils and seek to close any exclusions gap which may exist. The School Exclusions Inquiry³ found that a Black Caribbean boy who is eligible for free school meals and has a label of “SEN” is 168 times more likely to be excluded from school than a White British girl from a more affluent family and no “SEN”.
- Address issues of bullying with the whole school community openly and regularly. Remember that what is called bullying (or sometimes banter) in schools, is known in the community as hate crime.
- Develop processes which pupils find supportive for reporting and responding to bullying incidents; recent evidence suggests that many incidents go unreported because pupils worry this will intensify the bullying or that school staff will not take appropriate action; offer a way to report bullying anonymously.
- Ensure that the agreed procedures for reporting and responding to bullying are observed at all times.
- Make sure that everyone, including pupils with learning difficulties, is equipped with strategies to keep themselves safe from all forms of bullying and understands how to report any bullying incidents.
- Remain particularly mindful of pupils who are at greater risk of being bullied; recent evidence⁴ suggests that disabled and LGBT pupils bear the brunt of bullying in schools.
- Ensure that the behaviour and anti-bullying policies clearly describe what reasonable adjustments will be considered when helping disabled pupils learn and show good behaviour.
- Make sure the behaviour and anti-bullying policies specifically mention cyber bullying, list steps to protect pupils as well as staff and give clear guidelines for use of ICT equipment within and outside of school.
- Engage with Anti-Bullying Week in November and continue throughout the school year to take proactive action to reduce bullying.
- The Anti-Bullying Alliance (www.anti-bullyingalliance.org.uk) offers a wealth of information and resources to help reduce bullying in schools.

3. Office of the Children's Commissioner (2012-13) www.childrenscommissioner.gov.uk/info/schoolexclusions 4. *No place for bullying* (Ofsted, 2012)

Behaviour

Collaborative procedures

At **Little Heath School** our anti bullying policy and procedures have been devised in partnership with students, staff, parents and governors. This policy incorporates cyberbullying and e-safety. Students were at the forefront of designing our reporting procedures which include a dedicated anti bullying email address. At the start of the year, each student is given a card with avenues of support open to them inside and outside of school hours, and they are regularly reminded throughout the year.

Therapist in school

At **Sir John Heron Primary School** a therapist works in school two days a week, supporting pupils to self-regulate emotionally and maintain wellbeing in school. This work is invaluable to staff who help individual pupils. Responding to questions on what they found most useful, pupils said: **'How to deal with my anger'** and **'Friendship and home problems because [without the therapist] I would have never been successful'**.

Regular reminders

Redland Green School has launched a campaign with this simple poster, displayed in multiple locations throughout the school, to eliminate the use of homophobic and other offensive language.



Pledging support

At **Redland Green School** students and staff have been signing the following pledge during LGBT History Month: "As students and staff of Redland Green School, we will not be bystanders. We will challenge homophobic and transphobic language in and out of school. If we hear it, we will call out and if we can, stop it. By adding our names, we promise to stand up for fairness, kindness and never be a bystander."

Anti-bullying workshops

At **Sir John Heron Primary School** anti-bullying workshops have been set up by teachers for parents and children, to create awareness of bullying and its consequences. The school has adopted the Bullying Intervention Training (BIT) approach, which empowers children to recognise bullying, encourages them to take action to stop it or support pupils being bullied. BIT has been established in every classroom and all staff have received training. The school works with the Positive Parenting Partnership to provide a training and support network to parents of pupils who have needs.

Zero Tolerance of homophobic language

Wiltshire Council rolled out their ZeeTee Campaign to secondary schools, spreading the message of Zero Tolerance for homophobic language. A whole school Assembly, which addressed key issues and included a 'myth busting' film, was delivered to schools across Wiltshire. Students were invited to sign a Zero Tolerance pledge and were given a 'Respecting Difference' wristband to wear. The success of the project has been put down to the active involvement of LGBT young people in the design and delivery of the Assembly.



Well-being

“It is our choices... that show what we truly are, far more than our abilities.”

J. K. Rowling



- Develop a culture of acceptance and respect, where pupils and staff can be open about who they are; guard against the possibility of anyone feeling unsafe, belittled or looked down upon.
- Set up a Circle of Friends⁴ for disabled pupils in school, gay-straight alliances or other groups to help everyone develop a sense of belonging.
- Ensure that all pupils growing up in a digital age know how to stay safe and learn to respect the privacy and safety of others.
- Be proactive in educating pupils about diversity and human rights; a card with suggestions is included in this guide.
- Involve parents as experts on their own children and equal partners in supporting their well-being and development.
- Remember that some parents have different experiences of education and may have different expectations.
- Be mindful of the “invisible minority”⁵, potentially present in any school, and help every member of the school community to have a sense of belonging and participate fully in every aspect of school life.
- Organise pastoral support with as much diligence as learning support and ensure effective communication between teams. Promote and protect the well-being of staff with as much diligence as that of pupils.
- Work with the whole school community to guard against the social isolation of any pupil; be mindful of any preconceptions allowing the social isolation of disabled or any other pupils to be seen as inevitable.
- Consider what reasonable adjustments can be made, for example making alternative activities or a safe space available for pupils who find the playground difficult. Support pupils who struggle with emotional regulation.
- Be mindful of the amount of pressure school work places upon already troubled young people; anecdotal evidence suggests that self-harm rates are much higher in the spring than in the autumn.
- Encourage pupils to build relationships with their peers from diverse backgrounds. Additional opportunities to socialise with their peers may need to be created for pupils regularly withdrawn for 1:1 support.
- Remember that pupils who have recently moved from another country may feel homesick, confused or overwhelmed and may have different expectations of education.
- Discuss with pupils the use of toilets, changing rooms and other shared spaces; be prepared to re-negotiate at different times and with different pupils, particularly trans or disabled pupils.
- Remember that coping with change is harder for some and that some young people have difficulty trusting adults; keep lines of communication open with all agencies involved.

4. See, for example, [inclusive-solutions.com/circle-of-friends-article](https://www.inclusive-solutions.com/circle-of-friends-article)

5. *Unseen children: access and achievement 20 years on* (Ofsted, 2013)

Well-being

Support to establish friendships

Staff at **Emersons Green Primary School** use a graduated approach to facilitating play at break times and help build friendships between disabled and non-disabled children. A teaching assistant explains: “To facilitate inclusive play we model games that can involve everyone. We give support when needed and encourage friendships by using positive language, encouraging turn taking and helping peers be good role models.”



Involving Peer Mentors

Little Heath School's anti bullying definition was written by our students and includes the premise that “no one should suffer harassment because of disability, sexuality, gender, race or religion”. Our students have been keen to be proactive in challenging discrimination and in promoting the idea that everyone deserves to be treated equally and with respect. With this in mind, our Peer Mentors have committed to devising assemblies and workshops to deliver to their fellow students.



Support from advocates

At **Knutsford School** staff were concerned at the impact a spinal cord injury was having on 7-year-old Tom (not his real name). With Tom's and his family's agreement, the Back Up Trust provided a trained school advocate who visited the school. Children engaged in thoughtful discussion about responding to other people's needs and recognising different ways of doing things. After this Tom felt better included and said “I'm now less embarrassed about people seeing my foot strap” and all children had a clearer understanding of spinal cord injury and disability.



Disabled pupils included in lessons

At **Eastlea Community School** all students access mainstream lessons and have their lunch together every day, whether or not they are registered as a member of the resource base for students with profound and multiple learning difficulties.



Multi Faith Room

In response to discussions with students, Little Heath School opened a Multi Faith Room which has been well received and is used by a range of students. One student commented “I've used the Multi Faith Room and I am grateful to the school that we have this facility. Little Heath School has always been a really warm, welcoming place and this room is a great example of how the school listens to us as students and cares about our needs”.



Achievement

“Everyone thinks of changing the world, but no one thinks of changing himself.”
Leo Tolstoy



- Remember that, unlike attainment which is linked to reaching pre-determined standards, achievement is a relative concept linked to individual circumstances.
- Formulate clear expectations for disabled pupils' achievement, in negotiation with them and their families.
- Involve the pupil and their family as appropriate in deciding how to support their learning and keep this under review as circumstances change.
- Maintain high aspirations for all pupils and encourage them to believe in themselves too.
- Scrutinise the progress of all pupils, especially those at risk of achieving below expectations, and organise support as needed; remember that this does not necessarily mean learning support.
- Remember that anybody can achieve in any aspect of school life.
- Ensure that every aspect of diversity, including non-traditional families, is valued, celebrated and used as a rich learning resource; guard against the possibility of anyone feeling unsafe, belittled or looked down upon.
- Ensure that language difficulties do not become barriers to learning and assessment. Differentiate activities to simplify language demands without simplifying the cognitive challenge.

Ofsted's *Special educational needs & disability review* (2010) identified four key priorities for young people: successful relationships and friendships; independence, including choice about whom they live with; choice about what to do with their spare time; and the opportunity to work. Parents' priorities for their children were summarised as: to be happy; to be safe; to have access to work/purposeful activity; and to improve their communication and basic skills. The *Special Educational Needs and Disability Code of Practice: 0-25 years* (Department for Education, 2014) clarifies, in its section on improving outcomes, that pupil progress "can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life" (6.18).

Achievement



Collaborative Planning

At **Emersons Green Primary School** teachers and learning supporters plan together. As one teaching assistant explains: “Weekly forward planning meetings are essential in facilitating full inclusion, as they enable staff to discuss ideas, differentiate activities and prepare resources. Differentiation can include: simplifying or enlarging text; using coloured acetate; braille; making visual or tactile resources; downloading resources onto electronic communication aid; preparing symbols; sourcing real life objects.”

Celebrating achievement

Redland Green School celebrates a range of pupils’ achievements and clearly displays this on a banner at the entrance to the school: ‘Redland Green is a happy, caring and stimulating learning community in which everyone’s achievements are valued unconditionally and excellence is celebrated’.



Awards for all children

Sir John Heron Primary School celebrates the achievement of all pupils, dedicating a time for pupils with labels of special educational needs to receive their awards.

Raising aspirations:

At **St Mary Redcliffe and Temple School**, students from Black and Minority Ethnic backgrounds can enrol on the after school project “Going for Gold” (an initiative of Sue Funge and sponsored by The National Black Boys Can Association EXcell3). This helps them develop skills for academic achievement and for life. Students have to complete a number of assignments, including making a short presentation on something they are passionate about. The process can help with issues of self-esteem or dealing with discrimination and can help raise students’ aspirations. One student says: “I was thinking I could do OK in school but since I did Going for Gold I realised that OK isn’t enough, I have to do great, I have to make sure I’m the best I can be.”



Support from trained staff

Yeo Moor Primary School employs more teachers than learning support assistants to work with children identified as having special educational needs, on the grounds that they are their main educators. The school no longer employs school meal supervisory assistants (SMSAs or “dinner ladies”); instead, members of staff are on duty at breaktimes and lunchtimes. The Headteacher says: “The additional funding comes from pupil premium and the continuity and other practical benefits far outweigh the expense.”