

Equality, Diversity and Inclusion in Schools

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Aims

- To understand the **equality legislation**.
- To consider the benefits of an **inclusive school**.
- To explore the **nine protected characteristics**.
- To explore what constitutes **unlawful behaviour**.
- To develop strategies for **preventing and tackling** inappropriate language and behaviour within your school.
- To become aware of **unconscious biases** and ways of mitigating them.
- Explore **strategies** and practical ideas for embedding EDI across the school.

EDI Terminology

Equality:

We all deserve to be treated fairly and equally with dignity and respect. That is our human right. We all deserve an equal opportunity to make the most of our lives and talents. However, being treated fairly and equally doesn't mean being treated exactly the same as each other because we are different and have differing needs. For example a person who speaks very little English may require a translator when they access services, or they may require a leaflet in a different language. This isn't special treatment. It is treatment that offers equal opportunity and provides fair and equal access.

Diversity:

No two people are exactly the same. We all have different strengths, skills, abilities, backgrounds, values etc. Diversity is about valuing the unique skills and attributes that each individual has. Diversity is something to be celebrated, as diverse perspectives foster creativity, innovation and improved problem-solving. Embracing diversity also allows people to be truly seen, respected and valued for their unique contribution. When people feel valued, morale, motivation, engagement, trust, confidence, pride and productivity are the natural outcomes.

Inclusion:

Inclusion happens when people are given an equal opportunity to succeed and any barriers to equality are overcome. Inclusive organisations listen to and value each person's individual contributions. They foster trust and create a sense of belonging where everyone feels safe to bring their whole selves. This doesn't just happen, however. Differences are also what can drive communities apart. Inclusive organisations give people many opportunities to get to know each other, to foster positive relationships and to build empathy. As the UK becomes more diverse, it is becoming increasingly important that we educate our young people to respect differences and to provide them with as many opportunities as possible to get to know people from different walks of life.

The 9 Protected Characteristics (or protected groups)

The Equality Act 2010 states that it is **illegal to discriminate** against anyone due to **their protected characteristic (P.C.)**, their **association** with someone who has a protected characteristic or being **perceived** to have a protected characteristic.



Age	It is illegal to discriminate against someone based on their age. (All ages).
Disability	It is illegal to discriminate against someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.
Race	It is illegal to discriminate against someone based on their race. I.e. Their skin colour, nationality (including citizenship) and ethnic or national origins.
Religion/ belief	It is illegal to discriminate against someone based on their religious or philosophical belief or lack thereof.
Sex	It is illegal to discriminate against someone based on them being a man or a woman.
Sexual orientation	It is illegal to discriminate against someone based on them being gay, lesbian, bisexual or straight.
Pregnancy and maternity	It is illegal to discriminate against someone based on them being pregnant or expecting a baby. Maternity refers to the period after the birth. Outside of work, protection against maternity discrimination is for 26 weeks after giving birth.
Marriage and civil partnership	It is illegal to discriminate against someone based on them being married or in a civil partnership.
Gender reassignment	It is illegal to discriminate against someone based on gender reassignment. This refers to anyone who is proposing to undergo, is undergoing or has undergone transitioning from the sex assigned at birth to the gender they identify as.

What exactly does discrimination mean?

Direct discrimination	Unfavourable treatment of a person because of their P.C.
⊖ Discrimination by association	Unfavourable treatment of a person due to their association with someone who has a P.C.
⊖ Discrimination by perception	Unfavourable treatment of a person due to a perceived P.C.
⊖ Discrimination arising from a disability	Unfavourable treatment of a person due to an issue arising as a consequence of a disability.
⊖ Failure to make reasonable adjustments	When an organisation refuses to make reasonable adjustments for a Disabled individual. What is deemed 'reasonable' however can be a source of debate. The Governments' 'Access to Work' grants can help individuals and organisations provide reasonable adjustments.
Indirect discrimination	When a policy, practice or rule has a disadvantageous impact on one or more P.Cs.
Harassment	Unwanted conduct relating to a P.C that humiliates, offends or causes distress.
Victimisation	The unfair treatment a person may encounter after making a complaint of discrimination (whether the alleged victim or witness).

For further information and specific examples of discrimination, go to:

<https://www.equalityhumanrights.com/en/equality-act/protected-characteristics>

The Public Sector Equality Duty

All public bodies (schools fall under this category) and any organisation that provides a public function has to demonstrate how they show due regard to the need to:

- ⊖ Promote equality of opportunity
- ⊖ Tackle discrimination
- ⊖ Foster good relations between different people

Promoting equality of opportunity involves doing the following:

- ⊖ Removing or minimising disadvantages experienced by people with protected characteristics due to having that characteristic.
- ⊖ Taking steps to meet the needs of people with protected characteristics that are different from people who do not have that protected characteristic (including taking account of a disability).
- ⊖ Encouraging protected groups to participate in public life and in any other activity where participation is disproportionately low.

Fostering good relations involves doing the following:

- ⊖ Tackling prejudice
- ⊖ Promoting understanding

Ofsted

Here is what the Outstanding criteria says with regards to Equality, Diversity and Inclusion:

‘Outstanding’ overview:

- ⊖ **Quality of Education:** The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND. Pupils with SEND achieve exceptionally well.
- ⊖ **Behaviour and Attitudes:** Pupils behave with consistently high levels of respect for others. Commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- ⊖ **Personal Development:** Personal development is exceptional. The school promotes equality of opportunity and diversity effectively. Pupils understand, appreciate and respect difference and show respect for the different protected characteristics. No forms of discrimination are tolerated.
- ⊖ **Leadership and management:** Leadership and management are exceptional. They create an inclusive culture and protect staff from bullying and harassment.

Below is a more comprehensive guide to EDI in the Ofsted framework.

	Outstanding	Good	R.I	Inadequate
Quality of Education	The school meets all the criteria for a good quality of education securely and consistently. 		The quality of education provided by the school is not good. 	The judgement is likely to be inadequate if any one of the following applies:
	The quality of education provided is exceptional. 	The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND. 		The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.
	Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.	Pupils with SEND achieve the best possible outcomes.		Pupils with SEND do not benefit from a good-quality education and their needs are not accurately identified, assessed or met.

Behaviour and Attitudes	Behaviour and attitudes are exceptional. Pupils behave with consistently high levels of respect for others. Pupils play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. Pupils actively support the wellbeing of other pupils. Pupils behave consistently well, demonstrating high levels of self-control.	The school has high expectations for pupils' behaviour and conduct. Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.	Behaviour and attitudes in the school are not good. 	Pupils show negative attitudes towards the value of good manners and behaviour as important factors in school life, adult life and work. Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline. Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent. Pupils have little confidence in the school's ability to tackle harassment, bullying, violence and/ or discriminatory behaviour successfully. A significant minority of pupils show a lack of respect and a lack of self-discipline. Pupils or particular groups of pupils are not safe or do not feel safe at school.
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Personal Development	Personal development is exceptional. The school consistently promotes the extensive personal development of pupils. 	The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality. The school prepares pupils for life in modern Britain effectively, developing their understanding of democracy, the rule of law, individual liberty, tolerance and respect. The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated. The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens. Pupils know how to discuss and debate issues and ideas in a considered way.	Personal development in the school is not good.	A significant minority of pupils do not receive a wide, rich set of experiences. Pupils are unprepared for life in modern Britain. Leaders, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity in the school. Pupils or groups of pupils are discriminated against, and the school is not taking effective action to address this. Leaders are actively undermining fundamental British values and are not protecting pupils from radicalisation and extremist views.
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Leadership and Management	Leadership and management are exceptional. Staff consistently report high levels of support for wellbeing issues. 	Leaders create an inclusive culture. Leaders protect staff from bullying and harassment. Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010 and other duties, for example in relation to the 'Prevent' duty and safeguarding.	Leadership and management are not good. 	The capacity for improving the quality of education provided by the school, or for improving the personal development and behaviour and attitudes of pupils, is poor or leaders are overly dependent on external support.
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Content warning

The following page contains language that is highly offensive and may be triggering.

Please read the preamble.

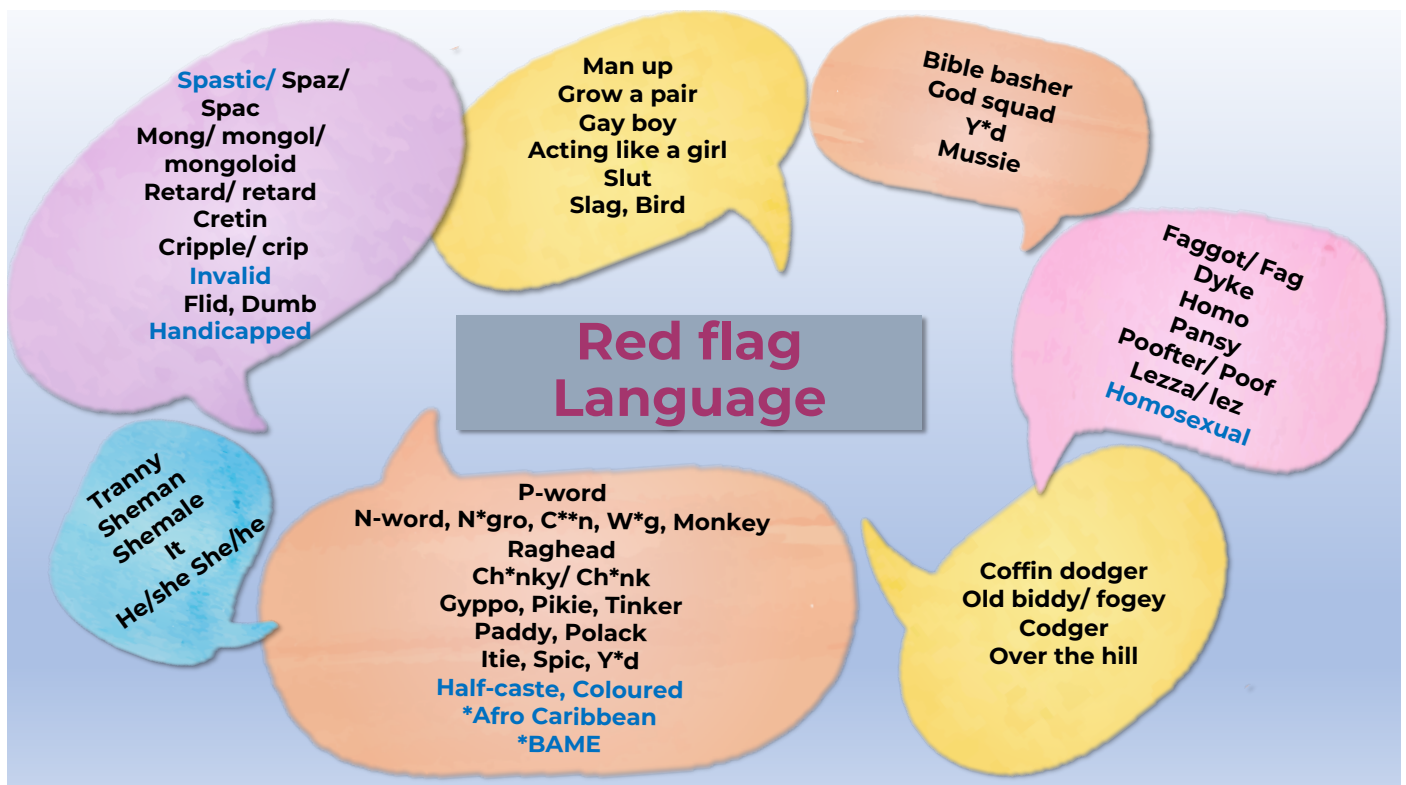
Language Tips

The words below have been collated from a range of resources including: 'Diversity in Diction' created by the TUC, Hoxby, Stonewall, 'Guide to Equality Language' by NATFHE. and Gov.uk. The first came about in response to many organisations querying what constitutes inappropriate and offensive language and there being a lack of official guidelines to draw upon. The Hoxby resource is a recently updated version of the original study.

The list of words is **not exhaustive of all offensive terminology** relating to the protected characteristics, as language is constantly evolving.

We do not expect you to share these words with your students. We simply wish to make you aware of the words that are known to be **highly offensive** and **triggering** so that you consistently challenge them.

Generally speaking, in a professional setting (which includes an educational setting), if it isn't okay for everyone to use it, then nobody should.



The words in blue above are words that used to be in common usage in British English. They are no longer considered appropriate. Whilst 'homosexuality' as a noun is still widely used, to refer to a person as a homosexual is considered outdated and potentially offensive, as it has been used as a term of abuse. Afro Caribbean is a term that is better replaced by African Caribbean (unless you identify as such). Be aware that the term BAME is a very recent addition to the **avoid** list. The term is problematic because it places together Black, Asian and Minority Ethnic people under one title, as though it is a homogenous group. In fact, these groups experience very different types of racial discrimination and therefore the term is unhelpful, and for some, offensive.

Inclusive language: Sex/ Gender

- When male is used as the default, it gives the impression that other genders are absent or of less importance. **E.g.** the use of the word 'he' or 'man' when in fact referring to a person of any sex. However, saying 'he/ she' would also exclude intersex and non-binary people. Preferable terms would be people/ anyone/ everyone/ they.

We have inherited some language that excludes.

E.g.



Manning

Man-made

Manpower

Mankind

Instead use



Staffing, running

Artificial, synthetic

People power/ staffing

Humankind/ humanity

Inclusive language treats people equally and does not refer to a person's sex or gender at all when it is irrelevant.

E.g.



Male nurse

Male receptionist

Female doctor

Female director

Instead use



Nurse

Receptionist

Doctor

Director

- Biased language reinforces gender stereotypes and some view the 'female' version of a job role to be demeaning or patronising. Opt for neutral job roles:

E.g.



Chairman

Headmaster/ mistress

Businessman

Fireman

Actor/actress

Air Hostess/host

Foreman

Waiter/ waitress

Postman

Instead use

Chair

Headteacher, Principal

Executive

Fire fighter

Actor/ Performer

Flight attendant

Supervisor

Waiter/ Server

Postal worker



- Avoid** using words or phrases that play on or reinforce harmful stereotypical attitudes:

E.g. man up/ grow a pair, she's bossy/ she's being hysterical

- Avoid** using different terms of endearment based on sex.

E.g. Boys: mate, buddy, pal

Girls: love, sweetheart, darling

- If using a term of endearment feels appropriate, opt for gender neutral words or use the same terms for all children.

Inclusive language: Race

- ⊖ A person's ethnicity or skin colour should not be referred to when it is not relevant.

E.g. The Black teacher/ The Asian receptionist

- ⊖ When race is relevant to mention, **avoid** using plural nouns.

E.g. Asians or Blacks.

- ⊖ **Avoid** the term 'Caucasian'. This is outdated. Instead use White.
- ⊖ **Avoid** the term ethnic minority. Minority ethnic is more inclusive.
- ⊖ **Avoid** the term 'non-white', as it posits White as the 'norm'.

Instead
use

Ethnically diverse, racially minoritised, a person with dual heritage, a person of South Asian heritage (Or be specific. E.g. Indian, Pakistani, Bangladeshi, Nepalese), a Person of East Asian heritage (Chinese, Japanese, North Korean, South Korean) a *person of colour, *mixed race (*be aware that some people identify with these terms and some do not). When in doubt and it is important to know, ask "how do you describe your ethnicity?"

- ⊖ **Avoid** using language that presents white as being good and black as bad.

E.g. Whiter than white Black sheep of the family Blacklisted Black mark against your name

- ⊖ In recent months, there has been a greater focus on organisations seeking to eliminate outdated and offensive racial terminology and phrases. You will find that some of the main broadcasters in the UK have now banned the phrases listed below.

The following terms have links to colonialism and slavery:

- ⊖ **Avoid** the term 'nitty gritty'.
- ⊖ **Avoid** the term 'sold down the river'.
- ⊖ **Avoid** referring to someone as 'uppity'.
- ⊖ **Avoid** the terms 'master' and 'slave' E.g. Slave-driver, master bedroom, master copy
- ⊖ **Avoid** referring to a group of friends as a 'tribe' (or a gang).

- ⊖ **Avoid** harmful stereotypical language/ phrases typically known as microaggressions.

E.g. Where do you *really* come from?

You're actually really articulate/ pretty/ clever for...

I don't see colour

(There are a wealth of videos available online where you can learn more about racial microaggressions).

- ⊖ **Avoid** altering someone's name unless they have specifically asked you to do so. Learn how to pronounce it and practise saying it.

Inclusive language: Disability

- ⊖ **Avoid** using phrases such as 'suffering from' or 'afflicted with' which come from the medical model of disability rather than the social model of disability.
- ⊖ **Avoid** using the word 'lame' as a synonym for rubbish or bad. I.e. "What a lame excuse".
- ⊖ **Avoid** special needs. Preferable terms: A learning difficulty, a learning disability, an autistic person, a neurodivergent person, a person with ADHD etc. (typically, person first. Common exceptions- autistic person, disabled person).
- ⊖ **Avoid** using words such as 'psycho', 'schizo', 'looney'.
- ⊖ Be wary of using terms such as 'mad', 'crazy' and 'mental'. Preferable terms: unreal, unbelievable, wild



the disabled	Disabled people or people with disabilities
able bodied	Non-disabled
the deaf	Deaf people/Deaf community/people with hearing impairments
wheelchair bound	wheelchair user
the blind	Blind people/people with visual impairments
mentally handicapped	A person with a learning difficulty/ disability
disabled toilet	Accessible toilet
disabled parking bay	Accessible parking bay
An epileptic/ diabetic	A person with epilepsy/ diabetes



Inclusive language: Sexual orientation



"she admitted to being gay"

Instead use

"she is out"

"she came out"

"she is openly gay"



(Never 'out' someone's sexual orientation. Always leave the decision to them as to who they are out to)

- ⊖ **Avoid** patronising and offensive phrases such as, "I don't have a problem with gay people".
- ⊖ **Avoid** microaggressive phrases such as, "You don't look gay".
- ⊖ **Avoid** using the term 'gay' as a synonym for rubbish or bad and always challenge it. I.e. "This game is gay".
- ⊖ **Avoid** using the plural noun 'gays'. Instead say gay people, *queer people (the term was reclaimed in the 1980s. If you do not identify as such, you may choose to be cautious with this term). If you have an established rapport with someone, you may ask them what terms they prefer to use to describe their sexual orientation.
- ⊖ **Avoid** heterosexist remarks or attitudes that present straight as the norm/ expectation.

E.g.



A: Are you married?

B: Yes

A: What does he do?

Instead use

A: Are you married?

B: Yes

A: What does your partner do?



Inclusive language: Gender reassignment

- ⊖ A trans/transgender man = Someone who identifies as male and has transitioned/ is transitioning
- ⊖ A trans/ transgender woman = Someone who identifies as female and has transitioned/ is transitioning
(However, the individual may not refer to themselves as transgender at all, but simply a man, woman, non-binary person, genderfluid, genderqueer etc).
- ⊖ **Never** 'out' a person as having a trans history or going through a transition process. This is highly sensitive information.
- ⊖ **Avoid** describing a trans person as 'someone who is born in the wrong body' as this can be offensive.
- ⊖ **Avoid** gendered language that excludes. **E.g.** boys and girls, ladies and gentlemen. Instead, use language that is inclusive of all genders. **E.g.** Morning all/ everyone/ folks/ Year 5
- ⊖ Ensure you use the correct name and pronouns. I.e. the name and pronouns the individual uses.
- ⊖ To use a person's former name can be extremely triggering and harmful and is referred to as '**dead-naming**'.
- ⊖ **Avoid** asking someone invasive personal questions relating to their transitioning process.
- ⊖ 'They/ them/ theirs' are commonly used as the pronouns of choice for many non-binary and genderfluid people but there are other pronouns people choose to use. When in doubt, ask the individual which pronouns they use. Start by sharing your own pronouns.
- ⊖ Some people choose to be referred to simply by their name and not have pronouns.

E.g. Zack sat next to Zack's best friend.

Inclusive language: Religion

- ⊖ Avoid language that discounts or ignores other religions.

E.g. Asking someone what their **Christian** name is.

Avoid saying "Jesus", "Jesus Christ" or "Oh my God", as they can offend.

- ⊖ Ensure you know the appropriate terminology relating to religion:

Name of religion	Name of religious observer
Islam	Muslim
Christianity	Christian
Judaism	Jewish, Jew
Sikhism	Sikh
Buddhism	Buddhist
Hinduism	Hindu
Paganism	Pagan
Rastafarianism	Rastafarian

Inclusive language: Age

- ⊖ Use **neutral** terms when referring to older people if it is necessary to refer to.

E.g. Services for older people

Elderly relatives

Elders (a term commonly used in some communities)

Older people (Avoid saying old people)

- ⊖ Use **neutral** terms when referring to younger people too.

E.g. Young people.

- ⊖ **Avoid** referring to people as youths, youngsters, kids or babies when referring to young or new adults at work.

Unconscious Biases

A bias is a preference or prejudice for or against a person or group. Unconscious biases are simply the biases we hold that we are unaware of. They can cause us to show preferential treatment to some people or unfair treatment towards others without even realising we're doing it.

Where does unconscious bias come from?

We have two operating systems in the brain - the **conscious brain** that processes things slowly, is evidence-driven and makes complex decisions, and the **unconscious brain** that is incredibly fast, associative and automatic - the autopilot.

Ideally, our **conscious brains** should be engaged in all decision-making that affects people.

However, when the **conscious brain** is tired, stressed, overloaded or overwhelmed, the **unconscious brain** kicks in and takes over some of the decision-making. This is problematic because when the **unconscious brain** makes decisions about people, it categorises them based on our previous experiences, our upbringing, and the media. I.e. it categorises people based on learned associations or 'types', not on evidence.

Unless we consciously slow down decision-making to put the **conscious brain** back in charge, we run the risk of unwittingly disadvantaging some people - for teachers, that means our students are the ones who may suffer that disadvantage.

As well as deliberately slowing down decision-making, you can proactively look into exploring and tackling your own unconscious biases. It can be pretty liberating!

To begin the process of finding where your unconscious biases lie, take the free [Harvard IAT tests \(Implicit Association Tests\)](#) and see what comes up. Be kind to yourself as you undertake the tests, as they can be uncomfortable: They show you how your unconscious brain thinks, which is likely to be vastly different to how you consciously think. For example, if the test says you have a slight automatic preference towards White people, it doesn't mean you are a racist. It simply means that the conditioning you received in your formative years caused you to develop an automatic preference without you even being consciously aware of it. Likewise, if you have a strong automatic preference for a particular gender, that doesn't mean that you dislike anyone who is not of that gender, simply that you have an affinity bias towards that group. Becoming aware of where your affinity/ preference biases lie, can help you to see where some of your unconscious oversights or omissions are. These are the areas to explore. After taking the tests, you may start to notice patterns whenever you make instinctive decisions. For example, notice who you automatically choose to sit next to on public transport, whose checkout you go to, who the authors of the books you read are, who is in your close circle of friends.

Thanks to neuroplasticity, we can build new neural pathways to override our default patterns and establish new ones, for example by reading books from a more diverse array of authors, seeking to understand people's lived experience through documentaries, TV programmes, TED Talks and of course, from meeting new people.

Mini case studies

1. A mixed sex school only offers sports teams for boys to compete against other schools but offers no teams for girls.

Unlawful behaviour

Protected characteristic

2. A teacher does not provide work on the appropriate coloured paper for a pupil with dyslexia even though this requirement is stated on their EHCP.

Unlawful behaviour

Protected characteristic

3. A member of staff makes comments about gypsies and travellers, stating that they are “trouble” and they should “carry on travelling...away from here”.

Unlawful behaviour

Protected characteristic

4. A school does not allow students to have their hair in locs as part of their ‘sensible hairstyle’ rule.

Unlawful behaviour

Protected characteristic

5. A member of staff makes a complaint of sexual harassment with the allegation being against another member of staff. Over the coming weeks, information is not passed onto her that will allow her to do her job properly. She is deliberately left out of team meetings.

Unlawful behaviour

Protected characteristic

Inclusive nudge: Open up the conversation

"What do you mean?"
"Explain to me what you mean by that"

"What makes you say/ think that?"
"Tell me what you know about that"

"How do you think that could make people feel?"

Assertive challenge: 1, 2, 3

1. State the inappropriate language
2. Say how it makes you/ might make someone feel
3. Say what you want to happen next time

E.g.

"You mong!"

1. You just said a word that we don't use in our school.
2. It is a word that can offend people, due to its negative association with disability.
3. We won't use that term again. Thank you.

Thinking about your own practice, rate yourself and your school according to the following statements and tick the appropriate box.

R = No/ never happens A = Not sure/ sometimes happens G = Yes/ always happens

Senior managers/ HR

Policies and Procedures:

There is an up to date Equality, Diversity and Inclusion (EDI) policy based on the Equality Act 2010 which staff are asked to revisit and sign each year.
A statement of your school's commitment to promote equality of opportunity, tackle discrimination and foster positive relations with diverse groups is clearly communicated via the website, shared with parents/carers and on application packs.
The school collects data on all staff, including gender, race, religion, disability and age which helps establish equality objectives.
The data collection forms allow for self-identification i.e. not limited to tick-box options.
Progress towards equality objectives is monitored regularly.
The life-cycle of staff (promotion, retention, absence etc.) is monitored in relation to their protected groups in order to identify and tackle any discrimination.
All complaints of bullying, harassment or discrimination are taken seriously and dealt with swiftly.
There are policies in place for each of the 9 protected characteristics.
Staff and student dress codes do not discriminate against anyone based on the grounds of race/religion/ belief.
Staff and student dress codes are not gendered. i.e. They don't specify boys' uniform and girls' uniform.
Reasonable adjustments are made for employees with a disability.
Your school publicises organisations staff can make contact with if they need additional help. E.g. Mental health services and counselling
Your school publicises on your website links to support organisations and resources for students and parents/ carers. E.g. LGBTQ+ resources, reading lists and support groups
You have a clear policy and processes in place for handling complaints from students, staff and parents/ carers. These are published on your website.
Language used on the school website, in policies and in the school prospectus is inclusive of all genders. This extends to all aspects of the school. E.g. Instead of Head Girl- Head Student.

R	A	G

Recruitment:

Jobs are advertised through a range of networks, publications and platforms to attract a diverse talent pool.
You use positive action to encourage applicants from under-represented groups to apply to the organisation.
The diversity of your applicants is monitored so you know whether you are appealing to a diverse audience.
Job specifications refrain from specifying 'experience' in terms of years.
Job and person specifications use inclusive and gender-neutral/ gender-balanced language. Check out: http://gender-decoder.katmatfield.com
Language used for job and person specifications is inclusive and the criteria are clear and specific and only relate to the requirements of the post.
All applicants with a disability that demonstrate the essential criteria are invited to interview.
All applications are anonymised prior to shortlisting- personal information is redacted to avoid bias.
Interviews are carefully scheduled, taking into account they do not clash with a religious date or observance.
You invite interviewers from partner organisations/ networks to provide additional objectivity at interview (often a reciprocal arrangement)
Interview panels are always diverse (gender and ethnicity).
A point-scoring system is used both during the shortlisting and interview stages and free-flowing questions in interviews are avoided.
Plenty of time is allocated for interviews to allow for discussion and timely decision-making.
Your organisation considers using positive action when candidates score the same.
Everyone involved in recruitment and selection receives unconscious bias training.

R	A	G

All staff**Whole school**

Staff have read and know the contents of the school's EDI policy. You are able to evidence this. E.g. asking staff to read it and sign to say they understand it (Done annually).
All staff have received some form of EDI training in the past 12 months and it is a part of the induction process for new staff.
Staff have received anti-racism training.

R	A	G

There is an appropriate space for staff and students to pray.

Your school has gender-neutral accessible toilets (for guests, parents/carers, staff, students). *They don't all need to be- best practice is that they are available.*

Planning Lessons

You regularly review your lesson resources from an inclusion perspective: Age, race, gender, religion, sexual orientation, disability.

Your displays, Powerpoints and resources show diversity through images and proactively challenge stereotypes (e.g. Age, gender, race etc).

Examples of names used in your resources reflect a diverse society (not just typically White British names).

You have strategies in place to bridge the gap between key groups of students (e.g. Key word learning for EAL students).

The working environment is physically accessible to everyone (e.g. desk heights are appropriate etc).

You cater for those with a disability (e.g. providing large print for a student with a visual impairment, different colour paper for a student with dyslexia etc).

You use assessment data to identify the level of progress of key groups (e.g. gender, SEND, EAL, FSM groups).

Your seating plans/ groupings bring together different groups and avoid boy/ girl seating arrangements.

You plan activities that allow students to explore different views and perspectives.

You plan activities that allow students to explore groups that typically face discrimination (the protected groups).

You plan activities that allow students to explore their own identity as well as other people's identities, backgrounds and cultures.

R	A	G

Delivery of Lessons

Information shared with students is clearly legible and uses dyslexia-friendly fonts E.g. Comic Sans, Arial, Verdana, Tahoma, Calibri or Trebuchet.

You have the highest expectations of all students.

You model appropriate and inclusive language and behaviour.

R	A	G

You teach students what the law says about prejudice and discrimination.
You actively challenge prejudice, discrimination and bullying.
You teach and encourage students to challenge prejudice, discrimination and bullying.
You promote mutual respect amongst learners and challenge inappropriate remarks or put-downs.
You listen to students when they report discriminatory behaviour and you take the matter seriously.
You treat all students fairly and equally, giving time to each student and avoiding favouritism.
You praise, celebrate and reward the success of all students equally (ensuring you don't favour one group over another etc).

Useful websites:

For more in-depth knowledge of legislation and for case studies/ diversity news and reports:

www.equalityhumanrights.com

www.citizensadvice.org.uk

www.ecu.ac.uk/casestudies

Diversity in books for your library and your classroom:

www.letterboxlibrary.com

www.mirrormewrite.com

www.empathylab.uk

Useful websites for schools:

LGBTQ:

<https://www.popnolly.com/free-resources>

<https://www.justlikeus.org>

www.educateandcelebrate.org

www.schools-out.org.uk

<http://the-classroom.org.uk/>

www.stonewall.org.uk

www.theproudtrust.org

www.genderedintelligence.co.uk

<https://mermaidsuk.org.uk>

www.gires.org.uk

<https://www.gires.org.uk/tranzwiki/>

Religion and LGBTQ:

[www.imaanlondon.wordpress](http://www.imaanlondon.wordpress.com) (Islam)

www.keshetuk.org (Judaism)

www.opentable.lgbt (Christianity)

Disability:

www.allfie.org.uk

<https://www.twinkl.co.uk/resources/inclusion-teaching-resources/send-inclusion-teaching-resources/specific-learning-difficulty-areas-of-need-primary-send-inclusion-key-stage-1>

Race:

www.everydayracism.co.uk

www.halocollective.co.uk

<https://kidsofcolour.com>

<https://www.bbc.co.uk/bitesize/articles/z7g66v4>

www.britkid.org

theredcard.org

Space for note-taking

