**Self-evaluation**

**Audit tool for schools**

**Equality and Diversity Survey**

**Audit Key Questions**

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|  | **Well established** | **Developing** | **We need to do more** | **How do we demonstrate this** |
| **Inclusive Culture** |  |  |  |  |
| **Does everyone from the community feel welcome by the school?** |  |  |  |  |
| **Do all staff feel valued and supported?** |  |  |  |  |
| **Do all children feel valued and welcome?** |  |  |  |  |
| **How do staff and children demonstrate respect for one another?** |  |  |  |  |
| **Do Staff and parents/carers collaborate and show respect for each other?** |  |  |  |  |
| **Do staff meet and get to know the governors?** |  |  |  |  |
| **Are democratic citizenship and British Values actively promoted throughout the school?** |  |  |  |  |
| **Do pupils have an understanding of people around the world- Race?** |  |  |  |  |
| **Do pupils understand Gender equality?** |  |  |  |  |
| **Does the school engage in activities to involve its surrounding communities?** |  |  |  |  |
| **Are staff aware of the variety of children’s lives at home?** |  |  |  |  |
| **Establishing Inclusive Values** |  |  |  |  |
| **Does the school develop shared inclusive values, which impact positively on the school ethos?** |  |  |  |  |
| **Does the school encourage respect for all human rights and develop children’s understanding of these?** |  |  |  |  |
| **Is inclusion recognised as a never-ending process of increasing participation of all?** |  |  |  |  |
| **Do all stakeholders ensure expectations are high for all children?** |  |  |  |  |
| **Are all children valued equally?** |  |  |  |  |
| **Does the school actively take steps to tackle Discrimination?** |  |  |  |  |
| **Does the school actively promote non-violent interactions and resolutions to disputes?** |  |  |  |  |
| **Does the school encourage children and adults to feel good about themselves?** |  |  |  |  |
| **Does the school actively support the health of all children and adults?** |  |  |  |  |

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| **Producing InclusivePolicies** |  |  |  |  |
| **Are all forms of support co-ordinated and organised to provide support and recognition for Diversity?** |  |  |  |  |
| **Professional development activities** |  |  |  |  |
| **Is English as an additional language support is a resource for the whole school?** |  |  |  |  |
| **Does the school ensures that policies about ‘special educational needs’ support inclusion?** |  |  |  |  |
| **Does the behaviour policy make use of the schools Equality and Diversity values to impact on behaviour?** |  |  |  |  |
| **Does the behaviour policy attempt to minimise exclusion?** |  |  |  |  |
| **Does the school seeks to promote school attendance for all its pupils?** |  |  |  |  |
| **Does the school challenge harassment and discrimination to actively ensure bullying is combatted effectively?** |  |  |  |  |

**Key notes for each question**

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| **Aspect** | **Practice and Evidence** | | | |
|  | **Well established** | **Developing** | **We need to do more** | **How do we demonstrate this** |
| **Inclusive Culture** | | | | |
| **Does everyone from the community feel welcome by the school?** |  |  |  |  |
| **Key points to consider:**   * Do you have a named first contact that people have with the school? * Do you have an induction procedure that is welcoming? * How do staff, children and families create a sense of community at the school that welcomes new families? * How is the school welcoming to all parents/carers and other members of its local communities? * How is the school welcoming to those who have recently arrived from elsewhere in the country or other countries? * Do children, parents/carers, staff, governors and community members all feel ownership of the school? | * What provisions does the school make to welcome those who may have faced exclusion and discrimination such as travellers, refugees, asylum seekers and children with impairments? * Do documents, notices and displays demonstrate that the school welcomes people with heritages and identities not currently represented in the school? * Do you have the facility to translate you website or parental communications to engage with non-English speaking families? * Does the entrance hall reflect all members of the school and its communities in signs and displays? * Do displays link the school to other parts of the country and the world? | | | |
| **Do all staff feel valued and supported?** |  |  |  |  |
| **Key points to consider:**   * Do staff treat each other with respect whatever their roles and perceived status? * Are regular supply staff and other temporary staff encouraged to be actively involved in the life of the school? | * Do staff respect each other without regard to gender, sexual orientation, ethnicity or impairment? * Do staff notice when colleagues are stressed, or otherwise having difficulties, and offer support? * Do staff stick up for each other if other staff are bullying them? | | | |
| **Do all children feel valued and welcome?** |  |  |  |  |
| **Key points to consider:**   * Do all new children have a buddy or support to settle into the school? * How do children learn from each other the routines, rules and make friends? * How do children and adults identify barriers to the greater collaboration of children? * Do children understand how accepting and valuing others helps them to feel good about themselves? * Do all staff encourage the building of relationships for children in break times, before, and after school? * Do children understand how to see things from another’s point of view? | * Do children understand that different degrees of conformity to school rules may be expected from different children? * Do children tell a member of staff when they or someone else needs assistance? * Do children feel that disputes between them are dealt with fairly? * Do children learn how to resolve disputes that arise between them? * Do children learn to speak up for other children or adults have treated others who they feel unfairly? | | | |
| **How do staff and children demonstrate respect for one another?** |  |  |  |  |
| **Key points to consider:**   * Is everyone addressed respectfully, by the name they wish to be called, with the correct pronunciation? * Is everyone referred to with the gender pronoun they would prefer to be used for them? * Are children confident that when they say they have a problem it is taken seriously? * Do children know who to see when they have a problem? | * Are children confident that they will get help if they experience difficulties? * Do children and adults respect each other’s belongings? * Is it recognised that everyone, not just members of ‘ethnic minorities’, has a culture or cultures? * Is it recognised that all cultures and religions encompass a range of views and degrees of observance? | | | |
| **Do Staff and parents/carers collaborate and show respect for each other?** |  |  |  |  |
| **Key points to consider:**   * Do parents/carers and staff respect each other whatever their perceived class or status? * Do all parents/carers feel that their children are valued by the school? * Do staff feel that parents/carers appreciate what they do? * Are parents/carers well informed about what goes on in school? * Are parents informed clearly and promptly when an issue of wide concern arises in the school? * Do staff and parents/carers negotiate how they prefer to be addressed? * Do staff avoid using a generic ‘mum’ or ‘dad’ to address or talk about parents? * Are parents/carers clear about whom to approach to discuss concerns? | * Do parents/carers feel that their concerns are taken seriously? * Are all parents/carers invited to discussions and informed about children’s education? * Do parents/carers encourage other parents/carers to participate in school activities so that no one feels left out or marginalised? * Are parents/carers clear about how they can support children’s learning at home? * Do staff increase involvement with parents/carers by holding meetings at a variety of times and places? * Do staff address fears that parents/carers may have about visiting schools and teachers? | | | |
| **Do staff meet and get to know the governors?** |  |  |  |  |
| **Key points to consider:**   * Are pictures of the governors and their interests displayed in the school? * Are new governors introduced to the school and how it operates by children and all categories of staff? * Do governors reflect the composition of the school communities? * Do governors endeavour to set aside any perceived status differences between them? * Is the contribution of all governors equally valued? * Do governors tell others about the satisfactions of being a governor so that the number of people who seek to be a governor is increased? * Do governors meetings encourage participation from all their members? | * Are members encouraged to bring up issues of concern, for which adequate time is given, even if they have not previously been included on the agenda? * Do governors who are staff of the school feel free to express an independent voice? * Do staff and governors share an approach to how the school should respond to the difficulties experienced by children and how support should be provided? * Do staff and governors challenge each other if they display discriminatory attitudes? | | | |
| **Are democratic citizenship and British Values actively promoted throughout the school?** |  |  |  |  |
| **Key points to consider:**   * Does everyone learn to get on well and to be good citizens by being at the school? * Do staff, children and families deliberately create a culture of participation and collaboration? * Do children learn to be active citizens from each other as well as adults? * Do all staff welcome the active participation of children and adults in the school? * Is the active participation of children and adults evident in classrooms, staffrooms, the school grounds, before and after school, in displays and school events? | * Do children and adults share meanings of democracy? * Do children and adults consider the extent to which their school encourages democratic participation? * Does the school celebrate progress in the recognition of rights and democracy including key developments in its own history? * Are there regular times when classes and the whole school engage in voting about issues of importance for the school? * Do all children have an opportunity to be involved in a School Council or Children’s Parliament? * Do all children engage in jobs which contribute to the development of the school? | | | |
| **Do pupils have an understanding of people around the world- Race?** |  |  |  |  |
| **Key points to consider:**   * Are the links of adults and children in the school with others around the world used as a starting point for expanding an understanding of global connections? * Are children aware of how the lives of people in one part of the world affect those in another? * Do children explore global influences on what they learn, the words they speak, the art they look at, the music they hear, the energy they consume, the food they eat, the newspapers and books they read, the sports and games they play and watch? | * Are children good neighbours to people who arrive in their country from another part of the world? * Are children helped to understand the meaning of racism and xenophobia and how it affects attitudes between peoples and countries? * Is the school linked to a school in a different location within its own country, either city or rural? * Do adults and children show how being a global citizen involves everyday actions? | | | |
| **Do pupils understand Gender equality?** |  |  |  |  |
| **Key points to consider:**   * Do adults and children recognise that not everyone thinks of themselves as male or female? * Do staff reflect on the complexity of their own identities as gendered beings? * Do staff feel able to allow children the freedom to develop their genders in the ways that help children to feel most at ease? * Do adults and children have a language to talk about gender, gender ambiguity and fluidity, masculinity and femininity? * Do staff have an alphabetical list of children in registers rather than separate lists of boys and girls? * Do children have the opportunity to engage in gender mixed sport and P.E.? * Do adults and children challenge ideas that men and women should have different roles in the school, in other work, in looking after children or doing chores in the home? | * Is the work that adults and children do as carers appreciated, irrespective of their gender? * Do staff educate all genders to recognise that being the parent/carer of young children is frequently among the most important and satisfying activities people do in their lives? * Is it understood that gender is a more important aspect of the identity of some people than others, and that this may change over time, like the significance of a religion or ethnicity? * Does the school avoid encouraging gender stereotypic styles of dress in school uniforms? * Are all children encouraged to come to school in clothes and shoes that allows them to move freely? * Are children discouraged from seeing one gender or form of masculinity or femininity as more important than another? | | | |
| **Does the school engage in activities to involve its surrounding communities?** |  |  |  |  |
| **Key points to consider:**   * Does the school engage in activities to involve its surrounding communities including elderly people, disabled people, local shops and businesses and the range of local ethnicities? * Does the school draw on the varied experience of local people in supporting curriculum activities in school? * Does a school newspaper highlight local people, events, and businesses? * Does the school have a calendar of celebrations and special interest days or a week which are shared with local communities? * Do local communities participate equally in the school, irrespective of their class, religion or ethnicity? * Do people in the local communities feel that the school belongs to them even if they do not have children at the school? | * Does the school arrange classes, such as in art, language, literacy and numeracy that parents and community members want? * Does the school make a contribution to events put on by its local communities? * Does the school consult local people including councillors, community and youth workers, police, and local charities, in planning its community involvements? * Are all sections of local communities seen as a resource for the school? * Is there a positive view of the school within the local communities? * Is there a positive view of local communities within the school? * Does the school provide musical, drama, dance events and art exhibitions for people in surrounding communities? | | | |
| **Are staff aware of the variety of children’s lives at home?** |  |  |  |  |
| **Key points to consider:**   * Are staff aware of the variety of children’s home cultures and family circumstances? * Do staff recognise that some children may feel more at home in school than others? * Do adults and children acknowledge that people can experience severe discomfort when their cultures and identities are not respected? * Do adults ensure that all children see themselves and their backgrounds reflected in the school, in materials and displays and in the links made with their home knowledge in learning activities? * Do staff question any tendency to make learning activities most appropriate for children who they see as similar in background to themselves? | * Do staff avoid making assumptions about the activities and beliefs of a particular child based on their heritage? * Do adults and children recognise the feelings of cultural dislocation that may be felt by people who have joined the school, such as refugees and asylum seekers? * Do the cultures of the school reflect the mix of genders, classes, ethnicities, heritages, family relationships, sexual orientations amongst children, parents/carers and staff? * Are significant events in children’s lives marked in ways that respect their cultures? * Are cultural norms and personal preferences respected about modesty in arrangements for showers and swimming? | | | |
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|  |  | | | |
|  | **Well established** | **Developing** | **We need to do more** | **How do we demonstrate this** |
| **Establishing Inclusive Values** | | | | |
| **Does the school develop shared inclusive values which influence positively on the school ethos?** |  |  |  |  |
| **Key points to consider:**   * Do staff, governors, parents/carers and children give time to talking about values, their implications for action, the nature of their own values and how they differ between people? * Are values understood as revealed through actions rather than words? * Is everyone in the school committed to the equality of value of all people and to the participation of all? * Do adults and children explore the values behind their ways of working and acting in the school? * Do adults and children avoid assuming that everyone in a community shares the same values? * Is it understood that it involves practice and trust to honestly express the values that inform one’s own actions? * Is it understood that applying shared values may involve steering between competing interests, for example, when one child’s participation interferes with that of another? * Do adults and children draw attention to actions inside and outside the school that are inconsistent with an agreed framework of values? * Are changes in the school made in accordance with an agreed framework of values? * Does the school publicise its values and encourage others to engage with staff and children on the basis of the values agreed within the school? | * Is it understood that agreement about values is usually partial, since differences of view, for example about participation and equality, may be revealed as conversations deepen? * Do staff, children, parents/carers and governors broadly agree upon a framework of values that can be drawn on in shaping actions within the school? * Is an agreed framework of values used to resist pressures from outside the school to act according to different values? * Do staff review their practices in the light of their agreed values? * Is it recognised that we all have to work hard to act in accordance with our values? * Is it understood that a strong framework of values may be held by people with no religion as well as a variety of religions? * Is it understood that having a religion or a particular political position does not ensure inclusive values? * Is it understood that the implications of some values, such as caring equally for all and encouraging hope in the future, are aspects of the professional duties of staff? * Does an agreed framework of values apply equally to adults and children? | | | |
| **Does the school encourage respect for all human rights and develop children’s understanding of these?** |  |  |  |  |
| **Key points to consider:**   * Does the school encourage a belief that everyone has rights and they have them equally? * Is respect for rights encouraged in the way adults and children treat each other? * Is it understood that the notion of rights presupposes a common set of values to do with equality, compassion and respect for diversity? * Is it recognised that a person’s rights can only be limited when exercising them directly infringes the rights of another? * Is it considered that limiting the rights of someone whose actions we disapprove of (for example in relation to a prisoner’s right to vote) reduces respect for rights for everyone? * Do children and adults see a commitment to rights as a way of valuing everyone equally irrespective of their backgrounds, opinions and identities? * Are basic rights understood as a right to food, clothing, shelter, care, education, safety, free expression of views, paid work, involvement in decisions and respect for one’s identity and dignity? * Do children learn about the history of slavery and the extent of its continued presence in their own country and around the world? | * Do children learn about present and past campaigns for human rights in the UK and elsewhere? * Do children learn how they can contribute to campaigns for human rights? * Is it understood that rights commonly go unrecognised? * Do children learn about human rights documents such as the Universal Declaration of Human Rights and the Convention on the Rights of the Child? * Is it understood that all children have a right to attend their local school or one of their local schools? * Do children and adults speak up for others who are unjustly treated inside the school? * Do children and adults find ways to speak up for those who are unjustly treated nationally and internationally? * Is the importance of rights used to challenge inequalities and prejudice such as sexism, classism, racism, Islamophobia, disablism, homophobia and transphobia? * Does the school council help to promote the Convention on the Rights of the Child? | | | |
| **Is inclusion recognised as a never-ending process of increasing participation of all?** |  |  |  |  |
| **Key points to consider:**   * Is participation understood as going beyond access to living and learning co-operatively and valuing each other’s identities? * Is inclusion understood as a principled approach to the development of all aspects of a school, as well as education and society more widely? * Is inclusion seen to be concerned as much with how schools, families, environments and the wider society can be developed to foster and sustain participation as with encouraging the participation of individuals? * Is inclusion seen to be concerned with the participation of adults as well as children? * Is inclusion about everyone not just children with impairments or those seen as ‘having special educational needs’? * Do staff avoid seeing barriers to learning and participation as caused by deficiencies or impairments in children? * Is it understood that anyone can experience barriers to learning and participation? * Is it understood that who experiences barriers to learning and participation varies with context? * Are barriers to learning and participation seen to arise potentially in interactions with all aspects of a school: its cultures, policies, buildings, curricula and approaches to teaching and learning? * Is an ‘inclusive school’ understood as ‘moving towards inclusion’ rather than as at a destination? | * Are barriers to learning and participation seen to arise from national policies, local and national cultures and values and other pressures from outside the school? * Are attitudes about the limits to mainstream community membership challenged, such as a view that children with severe or multiple impairments cannot be part of the mainstream? * Is it understood that increasing inclusion involves counteracting exclusion and discrimination? * Is exclusion understood as a process that may start in classrooms, playgrounds and staffrooms and end with a child or adult leaving the school? * Are excluding pressures recognised as always present and always needing to be counteracted? * Is there an emphasis on the appreciation of difference rather than conformity to a single ‘normality’? * Is diversity valued and seen as a resource for learning rather than as a problem? * Is there a shared resolve to minimise inequalities of opportunity in the school? | | | |
| **Do all stakeholders ensure expectations are high for all children?** |  |  |  |  |
| **Key points to consider:**   * Does every adult and child feel that the highest achievements are possible in their school? * Do all children and adults understand that there is no limit to what they can achieve? * Do staff recognise efforts that must be made to counter any low expectations for children, including those living in poverty, children in public care, Travellers, those learning English as an additional language and children categorised as ‘having special educational needs’? * Do staff and children attempt to counter negative views of children who find lessons difficult? * Do staff avoid relegating the teaching of children experiencing the greatest barriers to learning and participation to the least qualified and experienced staff? * Do adults and children understand how much more they achieve when they feel valued for what they do and who they are? | * Do staff avoid conveying a sense of failure in children and their families by perceiving children as not keeping up with ‘normal development’? * Are the achievements of children valued in themselves rather than in comparison with others? * Do staff recognise that when children see themselves as ‘no good’ at an area of the curriculum this can take a lifetime to undo? * Do staff avoid making comparisons between the achievement of a child and a brother or sister or neighbour? * Do staff avoid creating a layer of children seen to have ‘special educational needs’ and to be of limited ‘potential’? * Do staff avoid creating a layer of children seen as ‘gifted and talented’ and to have greater ‘potential’ than others? * Do staff encourage a view that everyone has gifts and talents? * Do adults and children take pride in their achievements? | | | |
| **Are all children valued equally?** |  |  |  |  |
| **Key points to consider:**   * Does the variety of backgrounds of adults and children make a positive contribution to school and community? * Are national and regional accents and dialects seen to enrich the school and society? * Is a commitment to valuing all children’s languages reflected in learning activities and the clubs and examinations offered? * Do adults avoid having favourites and set aside any feelings of dislike for particular children? * Are staff sensitive about all children’s family arrangements in talking of events such as Mother’s or Father’s Day? * Are differences in family structure acknowledged and appreciated? * Do staff avoid seeing middle class children as more valuable to the school than working class children? * Do staff avoid using curriculum levels or achievements in public examinations as a way of making some children feel more valuable and others less so? | * Are gay, lesbian, bisexual, transgender and intersex people valued within the school and represented within the curriculum? * Do staff avoid representing one religion as more important than others or no religion? * Are children, staff and parents/carers with impairments as welcomed into the school as those without impairments? * Does the reporting of achievements within and beyond the school include all children? * Is the work of all children displayed within the school and classrooms? * Do all children leave secondary school with a recognised accreditation? * Are the achievements of children given equal support and prominence irrespective of gender? * Do staff avoid creating hierarchies of children by contrasting mainstream with ‘special needs’ or even ‘included’ children? * Do all children have the opportunity to appear in school assemblies and music, drama and dance productions? | | | |
| **Does the school actively take steps to tackle Discrimination?** |  |  |  |  |
| **Key points to consider:**   * Is it recognised that everyone absorbs prejudices against others which take effort to identify and reduce? * Do adults consider their own attitudes to diversity and identify their prejudices so as to better support children to identify and reduce theirs? * Do adults and children identify areas of discrimination, which need to be addressed? * Is all discrimination understood to involve intolerance to difference and abuse of power? * Is attention paid to the way a general intolerance to difference may be felt personally as classism, sexism, disablism, racism, homophobia, transphobia, Islamophobia etc.? * Is it recognised that that institutional discrimination can stem from cultures and policies, which devalue the identities of, or otherwise discriminate against, some groups of people? * Is it recognised that a culture in which respect for diversity becomes widely shared as a value is the best way to prevent and reduce discrimination? * Are legal requirements to reduce ‘inequalities’ in relation to ethnicity, disability, gender, sexual orientation, sexual identity, religion, belief and age part of comprehensive plans to counter all forms of discrimination? * Is the devaluing of people because of their weight identified as discrimination and countered? | * Do staff avoid suggesting that there is a single national identity or way of being in the school? * Do staff avoid stereotyped roles for children in school productions, for example, according to colour of hair, skin colour or gender? * Is there recognition that knowledge about their impairments makes only a limited contribution to planning education for children? * Do staff counter stereotyped attitudes towards people with impairments when they are described, for example, as objects of pity or heroic battlers against adversity? * Is it understood that disabilities may arise in interactions between people with impairments and their environments but may also be wholly produced by discriminatory attitudes and institutional barriers? * Is any exclusion of children with severe impairments from the school understood to reflect limitations of culture, attitude and policy more than practical difficulties? * Do children avoid racist, sexist, homophobic, disablist and other forms of discriminatory name-calling? * Does the school avoid filtering systems which unfairly restrict access to websites, for example those relevant to the experience of lesbian, gay, bisexual, transgender and intersex people? | | | |
| **Does the school actively promote non-violent interactions and resolutions to disputes?** |  |  |  |  |
| **Key points to consider:**   * Is non-violence understood as non-coercive interaction as well as absence of physical conflict? * Are disputes in the school resolved through dialogue rather than coercion based on differences in perceived status and physical strength? * Do adults model non-coercive interaction? * Do people learn to respond to challenges to their ideas so that they prompt reflection on what should be thought and done differently? * Does everyone learn skills of negotiation, conflict resolution and the mediation of disputes? * Are abuse, discrimination, harassment and bullying understood as forms of violence? | * Do people help each other to make contributions that respect the contributions of others? * Do people reflect on how their feelings about others affect interactions with them? * Do children draw on poetry, literature, music, drama, puppetry to understand feelings? * Do children learn about the consequences of seeking revenge for perpetuating individual and international conflicts? * Are children supported to find activities outside school, which reduce any involvement in violence between gangs? * Are children helped to avoid carrying knives or other weapons? | | | |
| **Does the school encourage children and adults to feel good about themselves?** |  |  |  |  |
| **Key points to consider:**   * Does the school encourage adults and children to experience pleasure in learning and relationships? * Do children learn that it is common and alright to feel different from others? * Do adults and children help to counter stereotypes of beauty in the media and in its own cultures? * Do adults and children feel enriched by the range of identities, backgrounds, ethnicities, genders and ways of viewing the world at the school? * Do adults and children feel that it is fine to express differences of identity and views? * Is an effort made to ensure that everyone at the school can have friends? * Do children learn about good relationships from the way people treat each other in the school? * Does the school try to raise the self-esteem of children and adults who experience difficulties? * Do adults and children recognise that loss of self-esteem can reduce achievements and increase bullying? * Do adults and children understand that a person’s appearance or the way they are referred to may not reflect the gender that they feel? | * Are staff aware that using gendered facilities such as toilets or changing rooms may be a source of distress to some children who are transgender or intersex? * Are adults and children sensitive to the stresses that growing up and puberty can place on some people’s view of their gender? * Are long journeys avoided for children with impairments to and from school by encouraging a view that children and young people have a right to attend their local school? * Is care directed to boys as well as girls involved in creating school-age pregnancy? * Do schools avoid stigmatising girls who become pregnant or have children? * Do staff and children sensitively discuss issues of bereavement so that they know how to support each other if a child or adult in the school dies? * Is it recognised that death of a friend, family member or otherwise significant person may affect someone for many years and more at particular times, such as anniversaries? | | | |
| **Does the school actively support the health of all children and adults?** |  |  |  |  |
| **Key points to consider:**   * Do adults and children consider the contributions to health of a healthy environment, play, pleasurable activity, friendships, absence of stress, a good diet and physical fitness? * Do adults and children avoid viewing people as unhealthy or having a medical condition because they appear different from themselves? * Is a quiet private space available for children and adults when pressures feel too great and someone to talk to if needed? | * Are stress and anger seen to arise from the difficult circumstances of some children? * Are children given opportunities to meditate and learn about meditation? * Is counselling available for those who experience prolonged distress or are regularly angry? * Do children learn how to avoid the dangers of online networking and other internet sites? | | | |
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|  | **Well established** | **Developing** | **We need to do more** | **How do we demonstrate this** |
| **Producing InclusivePolicies** | | | | |
| **Are all forms of support co-ordinated and organised to provide support and recognition for Diversity?** |  |  |  |  |
| **Key points to consider:**   * Is support understood as all activities, which increase the capacity of the school to respond to the diversity of children in ways that value them equally? * Are all forms of support co-ordinated and adapted so that they contribute to the inclusive development of the school? * Is support understood to involve the mobilising of resources from within and outside the school? * Is it understood that developing inclusive learning activities and collaborative school and classroom cultures are forms of support? * Is it understood that developing a collaborative culture and the responsiveness to diversity of learning activities may mean that individual support is not required? * Is the development of peer support arising from a collaborating school culture given priority over providing adult support to individuals? * Does the school minimise the need for individual support from an adult to support the learning of children? * Is the support policy negotiated and agreed with parents? | * Is support understood to involve the removal of barriers to play, learning and participation? * Is support seen to include the development of curricula, which engage the interests of children and draw on their experience? * Are all support activities co-ordinated in a single support policy? * Is co-ordination of support led by a senior member of staff? * Are adult mentors and volunteers, including first language users and adults with impairments, drawn upon as resources for the school? * Does the school reduce barriers in communication between professionals with different backgrounds? * Do staff raise concerns if they feel that the actions of others are guided more by the maintenance of professional territories than what is best for children? * Are those who offer support from outside the school asked to co-ordinate their efforts with other overlapping interventions before they can be integrated into the school? | | | |
| **Professional development activities** |  |  |  |  |
| **Key points to consider:**   * Do professional development activities help staff to work with diverse groups? * Do staff develop their practice in recognising and countering discrimination and bullying, including classism, ageism, disablism, racism, sexism, homophobia, transphobia and discrimination in relation to religion and belief? * Do staff explore the extent of their own discriminatory beliefs and actions? * Do curriculum development activities always address the participation and learning of children differing in background, experience, gender, attainment and impairment? * Do curriculum development activities address the reduction of barriers to learning and participation? * Do staff develop ways to build learning from objects and artefacts of importance and interest to children? | * Do professional development activities involve connecting values with actions to develop learning and participation? * Does professional development help in initiating lessons from children’s shared experiences? * Do staff develop their expertise in establishing collaborative learning classrooms where activities involve both individual and group work? * Do staff plan how to counter any over-representation of groups of children seen to experience barriers to learning and participation, for example, according to gender, ethnicity or class? * Do teaching and support staff increase their knowledge about using technology to work with diverse groups, such as white boards, cameras, television, DVDs, projectors, voice recorders and computers/internet? * Do staff learn how to help children to develop social networks that can support them within and beyond school, including Circles of Friends? | | | |
| **Is English as an additional language support is a resource for the whole school?** |  |  |  |  |
| **Key points to consider:**   * Do adults and children share responsibility for helping children learning English as an additional language to acquire their new language? * Do staff acquaint themselves with the learning resources within the communities of those who have recently arrived in the country such as in religious and cultural institutions? * Does the school provide, or have links with, English language and literacy classes for parents/ carers and older relatives, in settings that are attractive as places to learn for adults, irrespective of background and gender? * Does the school value the multi-lingual skills of those learning English as an additional language? * Do adults and children take an interest in the languages spoken by others and make efforts to learn some words in these languages? * Are the home languages of children integrated into classroom activities and homework? * Do schools ensure that children have an opportunity to reflect their language skills in their public examination options? * Does the school value such cultural gifts as the food, music and songs that children and their families bring with them from another country? * Does support for those learning English as an additional language address barriers to learning in all aspects of teaching, curricula and school organisation? | * Are modifications to classroom language and learning activities which increase the involvement of children learning English as an additional language used to reduce barriers to learning and participation for other children? * Does support focus on identifying and overcoming the barriers to learning and participation of children rather than distinguishing between ‘having a difficulty in an additional language’ and ‘having a learning difficulty’? * Are interpreters for Sign Language and other first languages, available to support those who need them? * Is the effect of moving country and culture recognised as a possible barrier to learning and participation? * Is the trauma of the experience of young people seeking asylum recognised as contributing to the difficulties they may experience in schools? * Do staff help children to understand that an interest in communicating with and listening to others can help to overcome barriers to communication with children with different languages and cultures? * Is teaching and support drawn upon, where available, from someone who shares a cultural background with children? | | | |
| **Does the school ensures that policies about ‘special educational needs’ support inclusion?** |  |  |  |  |
| **Key points to consider:**   * Do staff reflect on their own experiences of learning to understand when and why children find learning difficult? * Are staff careful to avoid calling some children normal learners and implying that others with ‘special educational needs’ are less than normal? * Do staff consider replacing the notion of a child as ‘having special educational needs’ with a child who ‘experiences barriers to learning and participation’? * Is it understood that using terms for impairment such as ‘physical impairment’, ‘blind’ and ‘deaf’ is compatible with avoiding the wider term ‘special educational needs’? * Do staff resist an increasing tendency to label children as ‘autistic’, ‘having Aspergers Syndrome’, ‘having attention deficit hyperactivity disorder’, and other similar terms? * Do staff question the extent of drug use to control the behaviour of children? * Are barriers to learning and participation seen to arise in relationships, teaching approaches and learning activities, as well as social and material circumstances? * Do staff avoid using ‘barriers’ to imply deficits in children as in ‘a child with barriers’? * Do staff respond to requirements to identify children as ‘having special educational needs’ without adopting the term in their own dialogues with children and each other? * Are resources to support students categorised as ‘having special educational needs’ used to increase the capacity of the school to respond to diversity? | * Is a co-ordinator of support called ‘a learning support’, ‘learning development’ or ‘inclusion coordinator’, rather than a ‘special educational needs co-ordinator’? * Does the co-ordinator of support work to increase the capacity of the school to respond to diversity in ways that value children equally? * Are children who experience barriers to learning and participation viewed as individuals with differing interests, knowledge and skills rather than as part of a homogeneous group? * Are attempts to remove barriers to learning and participation of one child used to provide ideas for improving the experiences of all children? * Is additional adult support seen as an entitlement for children when they need it rather than as requiring categorisation or formal assessment? * Are the details of an entitlement to support made public to children and parents/carers? * Is the withdrawal of children for support outside mainstream lessons, minimised? * Is the idea that children in the same class might be doing different things in different spaces seen as an ordinary part of every child’s experience? * Are Individual Education Plans about learning with others? * Is the preparation of Individual Education Plans for some children used as an opportunity to improve the teaching and learning arrangements for all children? * Do statements of ‘special educational needs’ address how barriers to learning and participation can be overcome through supportive teaching and learning arrangements? | | | |
| **Does the behaviour policy make use of the schools Equality and Diversity values to impact on behaviour?** |  |  |  |  |
| **Key points to consider:**   * Is the behaviour policy clearly written and produced following wide consultation and agreement with children, parents and staff and their unions? * Is the behaviour policy linked to the building of collaborating communities in the school and the sharing of values? * Are engagement with learning and improvements in relationships always the aim of interventions about behaviour? * Do concerns about how to increase engagement for some children involve reflection on ways to improve teaching and learning for all children? * Does the behaviour policy focus on preventing disaffection and difficulties with behaviour? * Do adults and children identify the circumstances when difficulties with behaviour arise so that the policy can address them? * Are policies to reduce difficulties with behaviour related to strategies for improving experiences of children before and after school and in playgrounds? | * Does the behaviour policy address barriers to learning and participation in school policies and cultures as well as practices? * Is it understood that responsibility for improving relationships in the school is shared by all children and adults? * Does the policy encourage adults to share their difficulties and support each other to develop strategies that prevent conflict with, and between children? * Does the behaviour policy address the well-being of children who are quietly troubled? * Does the school attempt to raise the feelings of self-worth of those with low self-esteem? * Do troubled children know that they can get support and attention before they exhibit disaffection? * Does the school explore links between disaffection in boys and attitudes to masculinity inside and outside school? * Does the school seek to increase engagement in learning by improvements in learning activities? | | | |
| **Does the behaviour policy attempt to minimise exclusion?** |  |  |  |  |
| **Key points to consider:**   * Does the behaviour policy attempt to minimise all forms of disciplinary exclusion whether temporary or permanent, formal or informal? * Does the school avoid creating pools of disaffection in devalued teaching groups? * Does the school address feelings of devaluation when they arise in children, for example in ethnic minority or social class groups? * Does the school attempt to reduce conflict between ethnic or social class groups? * Are responses to concerns about the behaviour of children always to do with education and rehabilitation rather than retribution? | * Are children, or others who are seen to have offended against the school community, treated with forgiveness? * Do staff take responsibility for what happens to children when they are subject to disciplinary exclusion and are not in school? * Are there plans for managing and reducing the dependence of children and young people on nicotine and/or other drugs? * Are regular reports on disciplinary exclusion produced for staff, parents, governors and children? * Do staff monitor a reduction in temporary, permanent, formal and informal disciplinary exclusions? | | | |
| **Does the school seeks to promote school attendance for all its pupils?** |  |  |  |  |
| **Key points to consider:**   * Are all barriers to attendance explored within the cultures, policies and practices of the school as well as in children and young people’s attitudes and homes? * Do staff investigate why children are regularly late and offer appropriate support? * Does the school know for how many children school is a positive and less than positive experience? * Do staff develop non-confrontational approaches to collaboration with parents/carers over unauthorised absence * Are children who have been absent given a genuinely warm greeting on their return to school? * Is the unauthorised absence of children treated equitably irrespective of gender or background? * Is the relationship recognised between absence and vulnerability such as a lack of supportive friendships or insecurity over gender or sexual identity? * Is the relationship recognised between bullying and absence from school? | * Does the school respond to child pregnancy in a way that is supportive and non-discriminatory towards girls? * Does the school actively support the return to school and participation of children who have had a bereavement, a chronic illness or other long-term absence? * Is there clear advice on extended leave to visit a ‘home’ country that has been negotiated with the school’s communities? * Are staff encouraged to integrate into learning activities the experiences gained by those who have been away for extended periods? * Is there an efficient system for reporting and recording absence and finding and understanding the reasons for it? * Are connections made between absence from lessons and addictions to smoking and/or other drugs? * Are absences from particular lessons seen as a reason for exploring relationships with teachers and what is taught? | | | |
| **Does the school challenge harassment and discrimination to actively ensure bullying is combatted effectively?** |  |  |  |  |
| **Key points to consider:**   * Do adults and children negotiate a shared view of what counts as bullying? * Is there a statement about bullying, known and understood by everyone which sets out what behaviours are acceptable and unacceptable, including cyber-bullying? * Is bullying seen as a potential part of all power relationships and as an abuse of power? * Is bullying seen in all forms of harassment and discrimination directed towards adults and children? * Are staff vigilant in stopping physical abuse ‘games’ such as grabbing, hitting or kicking children on their genitals? * Is bullying seen as concerned with verbal and emotional hurt as well as physical assault? * Is the threat of the withdrawal of friendship understood as a source of bullying? * Is bullying seen to occur when someone is made to feel vulnerable about their identity? * Are racist, sexist, classist, disablist, homophobic and transphobic comments and behaviour seen as aspects of bullying? * Are negative comments on personal characteristics such as hair colour or weight or the wearing of glasses seen as bullying? * Do staff and children challenge the use of the term gay to mean that something is ‘rubbish’? * Is bullying being reduced? | * Do staff avoid making assumptions about the reasons for bullying, for example that a child with an impairment is bullied because of a disablist attitude? * Do adults and children feel safe to identify themselves as other than heterosexual or neither male nor female? * Are a variety of organisations consulted in drawing up anti-bullying guidelines, for example concerned with travellers, lesbian gay, bisexual and transgender people, disabled people, asylum seekers and refugees? * Do children feel able to express different ways of being a boy, girl, neither or both without being teased or bullied? * Does the school distinguish between supportive and bullying styles of management? * Is bullying seen as a signal that the perpetrator may be vulnerable themselves and need support? R * Does the school management hide, or avoid exploring, the extent of bullying in order to maintain a positive image of the school? * Can children who are bullied choose who to assist them from a number of staff with a mix of genders? * Are there people, in addition to Unions, who staff can turn to if they are bullied? * Are children trained to mediate in bullying incidents as part of their involvement in preventing and minimising bullying? * Are clear records kept about bullying incidents? | | | |

**Based upon:**

The index for inclusion developing learning and participation in schools created by Tony Booth and Mel Ainscow

https://www.eenet.org.uk/resources/docs/Index%20English.pdf