

# HINCHINGBROOKE SCHOOL

*Inspiring Excellence Fulfilling Potential Developing Character*



## Policy Statement on **EQUALITY**

Drawn up by:	Principal/Safeguarding Lead/Diversity Champion
Revised:	3 Yearly
Date approved by Governing Body:	March 2021

## LEGAL FRAMEWORK

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the nine protected characteristics of:  
age (as appropriate);  
disability;  
gender reassignment (referred to in this policy as transgender and gender identity);  
race (also referred to in this policy as ethnicity, including culture, national origins and national status);  
religion and belief (including, for the purposes of this policy, political belief and activity);  
sex; sexual orientation (also referred to as sexual identity),  
marriage and civil partnership; pregnancy and maternity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## GUIDING PRINCIPLES

In fulfilling the legal obligations cited above, we are guided by nine principles:

### ***Principle 1: All learners are of equal value***

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their sex and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

### ***Principle 2: We recognise and respect difference***

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice and discrimination are recognised
- sex and gender, so that the different needs and experiences of all people are recognised
- religion, belief or faith background
- sexual identity.

### ***Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging***

We intend that our policies, procedures and activities should promote and celebrate:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and a culture that celebrates the history of all people and good relations between people of all genders and an absence of sexual and homophobic, biphobic and transphobic harassment.

### ***Principle 4: We observe good equalities practice in staff recruitment, retention and development***

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender identity and sexual identity, and with full respect for legal rights relating to pregnancy and maternity/paternity.

***Principle 5: We aim to reduce and remove any inequalities and barriers that already exist***

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing any inequalities and barriers that may already exist between, for example, disabled and non-disabled people, people of different ethnic, cultural and religious backgrounds, and people of all genders.

***Principle 6: We consult and involve widely***

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We aim to consult and involve, for example, disabled people as well as non-disabled, people from a range of ethnic, cultural and religious backgrounds, people of all genders, and people of all sexual orientations.

***Principle 7: Society as a whole should benefit***

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of both people in general and also people with one or more of the nine protected characteristics.

***Principle 8: We base our practices on sound evidence***

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

***Principle 9: Objectives***

We formulate and publish 3 specific objectives. See Appendix 1.

We keep our equality objectives under review and report annually on progress towards achieving them.

**THE CURRICULUM**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles.

- We aim to promote an ethos of Equality and both promote and celebrate our diversity.

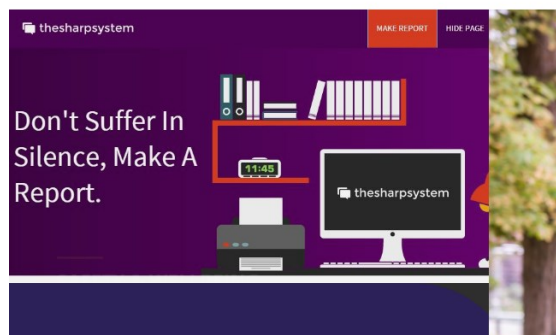
## ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

The school is opposed to all forms of prejudice including:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism, homophobia, biphobia and transphobia.

There is guidance in the NEW STAFF handbook about how prejudice-related incidents should be identified, assessed, recorded and dealt with, and existing staff receive regular information and updates regarding this process and how to do so using My Concern as a reporting tool. There is also guidance on the school website on how to report a concern.

Our on-line reporting system for parents/carers/young people is the Sharp system:



We keep a record of prejudice-related incidents via MyConcern and, when requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

## ROLES AND RESPONSIBILITIES

The Principal is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and action plans are implemented. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

The Diversity Champion ensures that the school's pastoral work (for example, Form Time and assemblies) includes a focus on our Equalities mission and reflects the 3 core purposes of the Diversity Champion role. See our Diversity and Inclusion @ HBK 2020 booklet at Appendix 3.

## Core purposes of the Diversity Champion role

1. Promote within the Hinchingsbrooke community a good understanding of, and respect for, the differences between people
2. Ensure that all members of the school community actively challenge prejudice and discrimination when they occur and
3. Promote the regular celebration of our diverse community.

The Diversity Action Plan can be found at Appendix 2.

## INFORMATION AND RESOURCES

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

## RELIGIOUS OBSERVANCE

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

## STAFF DEVELOPMENT AND TRAINING

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. We endeavour to equip all staff with the language to challenge and inspire everyone in matters of Equality.

## BREACHES OF THE POLICY

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

## MONITORING AND REVIEW

We collect, study and use quantitative and qualitative data for staff and students, relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to students' achievement, broken down as appropriate according to: disabilities and special educational needs; ethnicity, gender, prior attainment, and disadvantage.

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## Background and acknowledgements

1. In its overall framework this model policy on all equalities in education is based on the race equality policy that Derbyshire County Council developed in response to the Race Relations Act 2000, and that was included in *Here, There and Everywhere: belonging, identity and equality in schools* published by Trentham Books in 2004.
2. The model statement takes into account guidance issued by several other local authorities, including Buckinghamshire, Cambridgeshire, Dudley, Durham, Hertfordshire, Newcastle, Sheffield and Somerset.
3. The list of principles at paragraph 4 is adapted slightly from material in *Equality Impact Analysis: a workbook*, the most recent version of which was published by the Department for Education in February 2011.
4. The phrasing at certain points reflects the specific duties required by the Equality Act 2010 to publish information (principle 8) and to formulate and publish objectives (principle 9).

### Hinchingbrooke School Equality Objectives, from March 2021

Under the Equality Act 2010 we have a specific duty to publish information to show our compliance with the Equality Duty, at least annually, and set and publish equality objectives, at least every four years. We aim to create a positive learning and working environment by eliminating any conduct that is in breach of the Equality Act 2010, and also to take preventative measures by raising awareness and promoting equality of opportunity amongst staff, students and the wider community.

#### Diversity Champion role at Hinchingbrooke School

The school takes its duties under the Equality Act very seriously, and we recently appointed a Diversity Champion to take forward our work in this important area. This work includes implementing a Diversity action Plan that is designed to develop our practice at Hinchingbrooke.

Our Equality Objectives are:

1. In order to ensure that we take a holistic, organisation-centred approach to LGBTQ+ inclusion, we will aim to gain the **Rainbow Flag Award** by September 2022.
2. To ensure the promotion and celebration of Diversity, our Diversity Champion will plan and implement, with colleagues, the delivery of a Diversity Programme for students at KS3, 4 and 5.
3. To close the gap in progress and attainment that exists between Disadvantaged students and non-Disadvantaged students at Hinchingbrooke School.

These objectives will be reviewed annually.

Next review: March 2022

## Hinchingsbrooke School Diversity Action Plan, 2020-2021

### 1. Staff Diversity training, Autumn 2020, delivered by 'Equaliteach'

During the training participants will:

- Recognise the barriers that can prevent institutions and individuals from successfully promoting equality including unconscious bias and privilege
- Explore terminology and understand the reasons why terms are acceptable or unacceptable.
- Be equipped with approaches to effectively challenge prejudicial attitudes
- Trial activities and resources and acquire skills and knowledge to create programmes of work around identity and equality

### 2. Autumn term Form-Time activities: Conversations about Race (following the global protests)

Topics that could be covered:

Why protest?

BAME – what does it mean?

Asians in the UK

Microaggressions in school

Eastern Europeans in the UK

Black Lives Matter – How do we distinguish between the political message and the humane message?

### 3. Spring Term Form-Time activities: Conversations about Gender and sexuality

Trans in school

Why is feminism important for all?

Mental health in boys/men

LGBT+ History month

Women's History month

### 4. Summer Term Form-Time activities: Celebrations about different Religions

Ramadan in the UK

Why do people fast?

A presentation of the religions in our Hinchingsbrooke Community

### 5. Assemblies: ongoing throughout the year

the Diversity Champion will lead assemblies for all year groups around promoting inclusion and celebrating diversity.

***This action plan will be reviewed during the Year 2020-21 and updated for September 2021.***



Hinchingsbrooke School

Inspiring excellence  
Fulfilling potential  
Developing character

# Diversity and Inclusion @ HBK 2020-21

*This booklet is not intended to represent policy. It was written by the Diversity Champion as a basis for discussion, as a planning tool, and as a statement of aspiration about diversity and inclusion. It may be amended at any time.*





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Hinchingsbrooke School is committed to promoting and safeguarding the welfare of all students and expects all staff and volunteers to share this commitment.

### What is Diversity at Hinchingsbrooke?

Diversity is about recognising difference. It's acknowledging the benefit of having a range of perspectives in decision-making and the workforce being representative of the growing and changing of society.

The Hinchingsbrooke community is already driving by our focus of 3 core values, Responsible, Empathetic and Proud. The promotion of Diversity and Inclusion allows us to dive further into each characteristic strand of the HBK.com to actively demonstrate the Empathy we have for others within our community.



*"The diversity in the human family should be the cause of love and harmony, as it is in music where many different notes blend together in the making of a perfect chord." — 'Abdu'l-Bahá*

As a school, we intend to renew our commitment to

1. Celebrating our diverse community
2. Promoting understanding of and tolerance of the differences between people
3. Raising awareness of the need to tackle prejudice and discrimination and to not 'stand by'
4. Actively challenging prejudice and discrimination when they occur

### Hinchingsbrooke's Equalities Mission:

We are a community where everyone is treated equally and feels included. We are proud of the diversity within our community and we celebrate it. We are a beacon for our Equalities work.

We are Hinchingsbrooke.

## Why?

As part of the Hinchingsbrooke Community, we are confident that students are given the opportunity to be Responsible, Empathetic and Proud citizens.

Our chosen characteristics will also help to raise the profile of all things Diverse and Inclusive, but why?

Without an open-minded respectful community, we are left exposed to negative behaviour such as Discrimination or Prejudices: Discrimination can:

- Impact an individual's wellbeing, performance at work and intention to stay.
- Result in failure to recognise and celebrate specific abilities, potential and experience.
- Adversely affect engagement opportunities and later, employment opportunities.

### HBK Community



As members of a community, we trust and rely on each other.

Whilst everyone in our community brings different strengths we all strive to work together to fulfil our potential and intend to motivate and inspire others to fulfil theirs.

We endeavour to learn, work, laugh, celebrate and develop together

We are HBK community

As a body of people we already commit to celebrating one another!

### **Values for Students and Staff**

At Hinchingsbrooke, we already aim to instil values in our students such as compassion, tolerance and a sense of justice. The Diversity and Inclusion team will be committed to build upon the community, leading and asking for all to engage through a different perspective whilst demonstrating our values of

- ✓ Mutual respect
- ✓ Moral integrity
- ✓ Freedom of expression
- ✓ A sense of ambition for self and others
- ✓ Tolerance and
- ✓ An appreciation of religious and cultural diversity

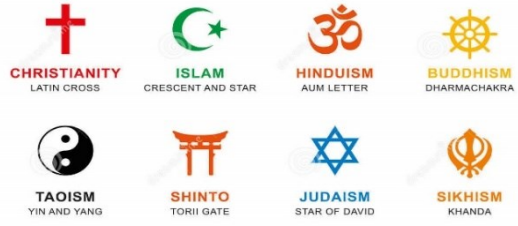
### **Where are we now?**

- Equalities act Jan 2018 @ HBK revised for 2021
- The Principal is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support.
- We have a large diverse school body with a growing LGBTQ+ community with staff and students
- We deliver staff training for PSCHE teachers of Sex Education
- We use student voice to understand how we are doing
- We have appointed a new Diversity Champion role



I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

*Maya Angelou*

Our characteristics of the HBK are a pledge to the positive change we would like to feel:

- It is the RESPONSIBILITY of ALL within the community to ensure that negative behaviours such as discrimination and prejudice are challenged with confidence by staff and students to model.
- Within the community, we should all endeavour to be EMPATHETIC to others and be mindful of our actions and language to others.
- This should leave us PROUD to be a part of such a diverse community, where conversations educate others and learning takes place beyond the curriculum.

The current Equalities Act states: All staff are expected to promote an inclusive and collaborative ethos in their classroom to deal with any prejudice-related incidents that may occur on plan and deliver curricula and lessons that reflect the principles of Hinchingsbrooke School

Empathy


In our Hinchingsbrooke Community, we encourage all of our learners to consider the following questions:

- *How do your actions and decisions impact upon others?*
- *Can you think about how other people feel? As part of our community we rely on restorative work to rebuild and repair.*
- *What more can we do to help others?*

Learning to stand in somebody else's shoes, to see through their eyes, that's how peace begins. And it's up to you to make that happen.

Empathy is a quality of character that can change the world.

*Barack Obama*





#### Need for a Team:

- The Diversity Champion will have a huge task ahead of them to engage all staff, pupils and parents in a positive change; therefore, it is important that there be a voluntary working team alongside the Champion.
- Having a team would ensure all voices are heard and would help gain the insight from every representative of Hinchingsbrooke.
- Our diversity team will start to engage through Empathy to build awareness. This will come from visual cues and reminders, enabling and outline of the three characteristics but also helping to reinforce the importance of celebrating differences within our community.

At the core of this, we endeavour that all of our pupils and staff are well informed, respectful, proud and confident. By increasing and broadening the representation in pastoral and curriculum, content will build to value of our community. It will aid the self-esteem, knowledge of self and confidence of many whilst positively increasing the knowledge, awareness and language of all.

#### Timeline of impact

- Summer 2020 Appoint Diversity Champion
- What communities are we looking to further represent?

Race

Religion

Gender/Sexuality

Disability

More?

- September 2020 build team of voluntary working party.
- September 2020 build a team of voluntary working party. Outline the possibility of impact within the first year.
- The Equalities act is under review in 2021. Does this document still represent the Hinchingsbrooke Community?
- Diversity and Inclusion survey for Staff pupils and parents to complete (to help to see majority perspective and to measure the teams impact)
- Students need a voice within the working party also. Open to join staff discussion and a selection of pupils of all ages.
- Look at Calendar and plan for events that would celebrate our community.
- Action plan to engage all years
- Visual Notice Board to update current news and positive display of role models that represents all of the communities in HBK
- Build upon the established cultural capital of the community. Within the pastoral programme, dedicate time to the current cultural affairs, raising the profile of events and issues on both a local and global level.
- Begin to focus on specific communities:

Race (initially ahead of Black History month)

Gender/Sexuality (initially ahead of LGTB+ month)

- December 2020 is Universal Human Rights month. The first half term of work within the working team would be gearing up to summarise and celebrate within our final weeks of term and celebration assembly.



**Calendar of events to celebrate**

Within Hinchingsbrooke it is paramount to us that all our students not only fulfil their potential but they develop character. A main focus and intent is to actively build empathy and enhance to conversations between staff and students from year 7 – 13, helping to establish a sense of belonging for everyone.

**September (2019)**

Date:	EDI Occasion:
1st	Religious year begins – Orthodox Christian Al-Hijra/Muharram – New Year – Islam
2nd	Ganesh Chaturthi – Hindu
3rd	Samvatsari - Jain
5th	International Day of Charity
8th	Nativity of Virgin Mary – Christian International Literacy Day Racial Justice Sunday
10th	World Suicide Prevention Day Ashura – Islam
12th	Anant Chaturdashi - Jain
14th	The Triumph of the Cross – Christian
15th	International Day of Democracy
21st	International Day of Peace World Alzheimer's Day
23rd	Bi Visibility Day Autumn Equinox Mabon – Ostara - Wicca/Pagan Northern and Southern hemispheres
27th	Meskel – Ethiopian Orthodox Christian
28th	International Right to Know Day
29th	Michaelmas – Saint Michael and All Angels – Christian Navaratri begins – Hindu World Heart Day
30th	Rosh Hashanah – Judaism

**September is:**  
Sickle Cell Awareness Month / Childhood Cancer Awareness Month / International Blood Cancer Awareness Month / World Alzheimer's Month / World Dementia Awareness Month

**October (2019)**

Date:	EDI Occasion:
1st	International Day of Older Persons
2nd	International Day of Non-Violence Feast of the Guardian Angels – Christian
4th	Saint Francis' Day – Christian Blessing of the Animals – Christian
8th	Dussehra - Dasara – Hindu
9th	Birthday of Guru Ram Das – Sikh Yom Kippur – Judaism
10th	World Mental Health Day World Sight Day
11th	International Day of the Girl Child
14th	Sukkot – Judaism
15th	International Day of Rural Women
16th	World Food Day
17th	International Day for the Eradication of Poverty
18th	Saint Luke, Apostle & Evangelist – Christian
21st	Shemini Atzeret – Judaism
22nd	Simchat Torah – Judaism
24th	United Nations Day
26th	Intersex Awareness Day
27th	Diwali – Deepavali – Hindu, Sikh, Jain Bandi Chhor Divas – Sikh British Summer Time ends
28th	Bank Holiday – ROI New Year - Jain
29th	World Stroke Day Birth of the Báb - Baha'i
30th	Birth of Baha'u'llah - Baha'i
31st	All Hallows' Eve – Christian Samhain (Halloween) – Bellane - Wicca/Pagan Northern and Southern hemispheres Reformation Day – Protestant Christian

**October is:**  
Breast Cancer Awareness Month / Down Syndrome Awareness Month / Black History Month (UK) / Lupus Awareness Month / Global Diversity Awareness Month

**November (2019)**

Date:	EDI Occasion:
1st	All Saints' Day – Christian
2nd	All Souls' Day – Christian Coronation of Emperor Haile Selassie I – Rastafari
5th	Guy Fawkes Night
8th	Intersex Day of Solidarity
9th	Dedication of the Lateran Basilica – Catholic Christian
10th	Mawlid al-Nabi – Islam Remembrance Sunday
11th	Armistice Day – Interfaith
12th	Birthday of Guru Nanak Dev – Sikh
13th	World Kindness Day
14th	World Diabetes Day
15th	Nativity Fast begins – Orthodox Christian
17th	International Students' Day
19th	International Men's Day
20th	Universal Children's Day Transgender Day of Remembrance
21st	Presentation of the Theotokos – Orthodox Christian
24th	Martyrdom of Guru Tegh Bahadur – Sikh Feast of Christ the King – Christian
25th	International Day for the Elimination of Violence against Women
26th	Day of the Covenant - Baha'i
28th	Ascension of Abdu'l-Bahá - Baha'i Thanksgiving – Interfaith USA
30th	Saint Andrew's Day – Christian

**November is:**  
Lung Cancer Awareness Month / Pancreatic Cancer Awareness Month / Mouth Cancer Action Month / COPD Awareness Month / November Men's Health Awareness Month

**December (2019)**

Date:	EDI Occasion:
1st	World AIDS Day Advent Sunday – Christian
2nd	Bank Holiday – Scotland International Day for the Abolition of Slavery
3rd	International Day of Persons with Disabilities
6th	Saint Nicholas' Day – Christian
8th	Feast of the Immaculate Conception – Christian Rohatsu (Bodhi Day) – Buddhist
9th	International Anti-Corruption Day
10th	Human Rights Day
12th	Feast Day of Our Lady of Guadalupe – Catholic Christian
18th	International Migrants Day
20th	International Human Solidarity Day
21st	Yule – Litha - Wicca/Pagan Northern and Southern hemispheres Yule – Christian
22nd	Winter Solstice
23rd	Chanukah – Judaism
24th	Christmas Eve
25th	Christmas Day – Christian Bank Holiday – England, Wales, Scotland, Northern Ireland and ROI Feast of the Nativity – Orthodox Christian
26th	Saint Stephen's Day – Christian Boxing Day Bank Holiday – England, Wales, Scotland, Northern Ireland and ROI Zarathoshi Diso (Death of Prophet Zarathushtra) – Zoroastrian
28th	Holy Innocents – Christian
29th	Feast of the Holy Family – Catholic Christian
31st	New Year's Eve/Hogmanay Watch Night – Christian

**December is:**  
Universal Month for Human Rights / Spiritual Literacy Month / Decembeard



The Calendars above are marked to celebrate all days of Diversity and Inclusion. This would be an adaptable project for the working team to continue to promote and celebrate different communities' within Hinchingsbrooke. This calendar will work alongside the SMSC calendar for tutors.

**HBK WAY & REPRESENTATION:**

Representation and recognition culture is vital in trying to promote our vision. The HBK Way already promotes a culture more open to listening and a community, which values freedom of expression and an appreciation of diversity. Having a visibly diverse group of bodies, from both staff and students will enable our Hinchingsbrooke community to further demonstrate our One school rule of respect and continue to ensure that all of our students 'Inspire excellence, Fulfil potential and Develop character'.



**House System**

In our Hinchingsbrooke community, we recognise each other for demonstrating the key attributes of the HBK.com. At the end of each academic year we host a series of award ceremonies designed to celebration recognise the effort, commitment, perseverance and achievement of our students. Students in Year 7-11 receive nominations from departments and are invited alongside their parents/careers to received awards, which are supported by the Hinchingsbrooke Foundation. Each selected and recognised from our House System. Each of our 5 Houses (Cromwell, Montagu, Pepys ,Vesey & Wylton) have great legacies behind them and inspire pupils of Hinchingsbrooke, without a doubt!



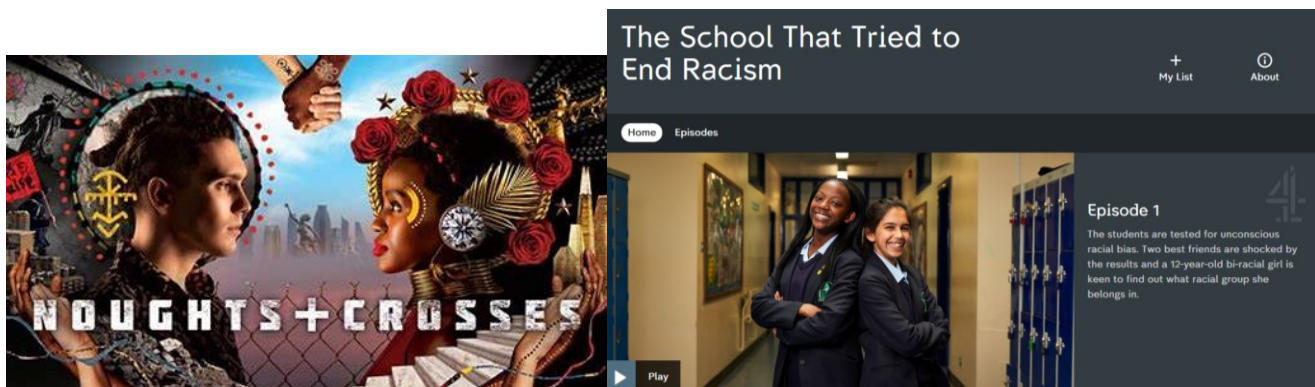
*Wouldn't it be wonderful if more pupils were able to*

*identify and see themselves within the names and faces in history that we use to celebrate them with? Or to have a year group focus on a charity that uplifts' the lives of a specific community?*

Within some establishments in the USA they have introduced "The Rooney Rule", which requires at least one woman and one underrepresented minority must be interviewed for every open position within the company. A tool use to maintain diversity and measure success.

Maximise joy and connection, minimize fear and division

Humans may naturally to react with fear and distrust, when their existing beliefs are challenged. That fear could result in a narrowing of perspective. Within the Diversity working team, a driving force will be to evaluate the power of shared experiences and storytelling. Hopefully, creating a greater potential for positive change.





Racial Stereotypes | Kira Sincoc | TEDxYouth@ParkCity

The above programmes are examples of expression through media. For our secondary aged pupils there's a lot of content nowadays to encourage and help begin to have such conversations without fear. Once recognised through tutorial programs, homework (reading), or PSCE content, all staff and students can focus on creating moments that continue the momentum. "

From my reading, a popular idea has been that of a Commitment tree; every employee wrote down their personal, individual commitment to diversity and inclusion, and they put those in a very public place so they could see signs of their progress and celebrate those.

*"We are not our brother's keeper we are our brother and we are our sister. We must look past complexion and see community."*

MAYA ANGELOU



Training for Staff = Confident team of Educators

Empathetic leadership is key for real change to take place, every individual leader needs to buy into the value of belonging — both intellectually and emotionally.

From senior leaders to classroom teachers, every individual must see and understand their role in culture. This means identifying differences in staff experience and values across the school so that change can be made relevant for each person and knowing that lasting change must activate different parts of the system.

The purpose behind the training is so that all staff understand and engage with inclusion in how they do their jobs and work with colleagues and students.

- Compulsory for all and specific training for those identified would continue to demonstrate the respect and dignity for all in Hinchingsbrooke values and ensure these are reflected in the way the community feels on a daily basis.
- Compulsory training gives all members of staff an opportunity to describe desirable behaviours to gain positive commitment and community. It also makes clear that everyone has a personal responsibility to uphold the standards of the Equalities mission statement and the HBK Way.
- **Compulsory training for staff would also allow all staff to model them behaviours necessary when dealing with all forms of harassment, bullying and intimidating behaviour, making clear that such behaviour isn't part of our Hinchingsbrooke Community.**



### The Language of Equality

Provides educators with a safe space to explore appropriate and unacceptable terminology when discussing issues of equality.

[More info](#)

[Book session](#)



### Raising Awareness of Specific Issues

Raises educators' awareness and understanding of specific areas of equality, such as race, sex and gender, LGBT+, religion and disability.

[More info](#)

[Book session](#)



### Why Equality?

Overcoming unconscious bias and creating inclusive settings.

[More info](#)

[Book session](#)



### Universal Values

Promoting fundamental British values in a cohesive fashion.

[More info](#)

[Book session](#)



### Working with Young People on Controversial Issues

Provides educators with the skills, knowledge and confidence to explore controversial topics with young people.

[More info](#)

[Book session](#)



### Responding Effectively to Prejudice-Related Incidents

Provides educators with the knowledge to effectively identify, respond to, and investigate prejudice-related incidents.

[More info](#)

[Book session](#)

[Next](#)

#### Communication

- Staff training we will enable us to develop an open culture with good communication channels based on open dialogue and active listening.
- Use different and accessible methods such as newsletters, in-house reports, notice boards and use of media to keep people up to date with diversity practices.
- Actively and confidently, seek students' ideas and take action on feedback.

#### Language

- Currently, Staff do not want to offend or cast out their personal opinions. Consequently, they remain unequipped and possibly view matters of diversity to be political, instead of humane. Compulsory Staff training would equip all with the knowledge and understanding of how to use language to inform and re-educate.
- Training opportunities will also allow our Diversity team to create a dictionary of appropriate language to use when engaging in open communication with staff and pupils. This language will also be a tool in changing and improving our Hinchbrooke community.

#### Learning and development

- We now have an opportunity to build diversity and inclusion concepts and practices into staff training days, management training and teambuilding programmes to increase awareness of the need to handle different views, perceptions and ideas in positive ways.
- It is the responsibility of the Diversity team to find out what diversity training is most effective and consider awareness-raising programmes, such as 'lunch and learn' sessions, about various aspects of diversity to help people appreciate difference.
- Include diversity issues in induction programmes (NQT training/New staff training).



## Our Programmes

We currently have 10 learning programmes available, but following an assessment of need can offer bespoke packages in line with your curriculum and individual requirements



### DRAMA WORKSHOP THE EFFECTS OF RACISM



The workshop includes who has been the victim of psychological damage and have to develop their own piece

For Young People For Schools For Other Professionals Support us 



People Against Racism will host a carousel of Language (Blinguish), harassment and equa



### LGBT+ 101 for youth service professionals

Understand gender and sexuality and the challenges faced by LGBT+ young people



### Intersectionality awareness

Understand the effects of intersecting systems of oppression on individual and community levels



### Trans awareness

Understand the complexities of gender, and develop confidence to support trans young people



### Supporting LGBT+ young people

Be equipped with the tools and confidence to better support LGBT+ young people



### Mental health and LGBT+ young people

Understand the context of LGBT+ young people, their experiences with mental health, and build



### Sexual health for LGBT+ young people

Understand different forms of sexual behaviour, explore risks and how to mitigate them, understand



### Same sex parenting pathways

Understand the barriers to parenting for LGBT+ people, and learn about parenting options for



### Alcohol and drug misuse in LGBT+ young people

Understand the prevalence of alcohol and drug misuse among LGBT+ young people, and develop

## School Packages | SCHOOL - the Black Curriculum



Our Packages . Teacher **Training** and Consultations. Our industry leading consultation, teacher **training** and certification for schools is designed to develop inclusivity by enabling teachers to engage with diverse student bodies and diverse content for their curricula.

[www.theblackcurriculum.com](http://www.theblackcurriculum.com)

**Curriculum enhancements**

There is a need for us as educators to see each pupil as they are and acknowledge and adapt our teaching techniques accordingly. The Diversity team would seek to work with all of our curriculum leaders to provide a broad and balanced curriculum that celebrates achievements as well as reflecting upon History and how it has shaped the world we live in.

The examples shown highlight again the need for a team of enthusiastic diverse specialists to help embed new material in our teaching.

**INCLUSIVENESS** at all age levels, all levels of ability, all genders, all body types, and all involved have opportunities to participate.

**DISCIPLINES** within a broad-based dance curriculum including ballet, jazz, modern, hip hop and ethnic dance.

**FACULTY** of professional dance instructors with varied preparatory and experiential backgrounds that provide a nurturing learning environment.

**DIVERSITY**  
**INCLUSIVENESS**  
**QUALITY**











**PERFORMANCES** that offer opportunities to participate in a variety of venues including the annual production of THE NUTCRACKER, regional festivals and community service projects.

**COMMUNITY EXPOSURE TO THE ARTS** by involving students in related art forms such as music, drama, stagecraft and literature.

**PROMOTION OF THE ARTS** via partnerships with area corporations, businesses, schools, private enterprise and other community arts organizations.

**BENEFITS TO DANCERS**

via performance in various venues that enhance self-discipline and physical well-being, build self-confidence, poise and graced while encouraging acceptance.

	Term 1		Term 2		Term 3	
<b>Year 7</b>	<b>Greek Myths: The Odyssey</b> Assessment: Constructing a mythological narrative 	<b>The Arthurian Legend</b> Assessment: Reading task: The representation of Arthurian heroes  Is Sir Gawain truly a hero?	<b>Shakespearean Comedy</b> (A Midsummer Night's Dream or Much Ado About Nothing) Assessment: Speaking and Listening: Answering Back: Female reactions to patriarchy	<b>The Romantics</b> Assessment – Writing task: Creating a poem in the sublime tradition; Writing your own Songs of Innocence and Experience	<b>Gothic literature: Frankenstein by Mary Shelley</b> Assessment: Reading How does Shelley create sympathy for a monster? 	<b>Sherlock Holmes: the birth of detective fiction</b> Assessment – Writing: a short crime story 
<b>Year 8</b>	<b>WW1 Poetry</b> Assessment – Reading task: How does Wilfred Owen present the experience of war in Dulce et Decorum Est compared to one other poem from the Great War? 	<b>The Book Thief</b> Assessment – Writing: an unusual narrator 	<b>Media: Disney's impact on twentieth century culture</b> Assessment – Reading task: 'From Snow White to Frozen'. How has the representation of gender changed in Disney films? 	<b>Dystopian narratives: Animal Farm</b> Assessment: reading 'We are all equal but some are more equal than others'. How does Orwell explore power and propaganda in Animal Farm? 	<b>Dystopian narratives</b> Imagining the future: voices outside the canon Assessment: constructing a dystopian narrative 	<b>Now: S&amp;L Task:</b> Looking at contemporary writing: Assessment: How do writers reflect the different worlds they live in? 

	Phase 1	Phase 2	Phase 3
<b>Art History</b>	Sound System Culture TBC Syllabus 2019/20 Social Exclusion (Macro concept 1)      Evolution of Music Genres (Macro concept 2)	Using Calypso to Communicate TBC Syllabus 2019/20 Cultural Identity (Macro concept 1)      Orality (Macro concept 2)	Reggae Music in Britain TBC Syllabus 2019/20 Cultural Resistance (Macro concept 1)      Globalisation (Macro concept 2)

	Food and Lifestyles	Space, Place and Landscape	Environment and Mental Health
<b>Land and the Environment</b>	TBC Syllabus 2019/20 Food Autonomy (Macro concept 1)      Food Inequality (Macro concept 2)	TBC Syllabus 2019/20 Heritage (Macro concept 1)      Regeneration (Macro concept 2)	TBC Syllabus 2019/20 Housing (Macro concept 1)      Wellbeing (Macro concept 2)



**WORDS sounds POWER**

This is an amazing opportunity for young people to develop their creative writing skills. It is a thought provoking and fun concept, inspired by street-smart intellectualism, finishing with an X Factor style showcase event and publicised poetry book.

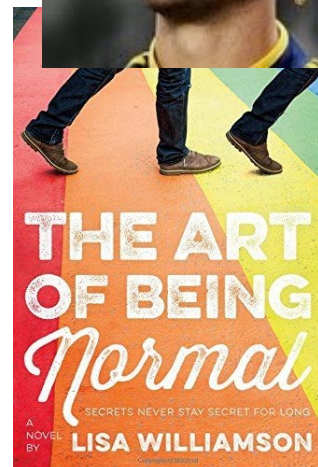
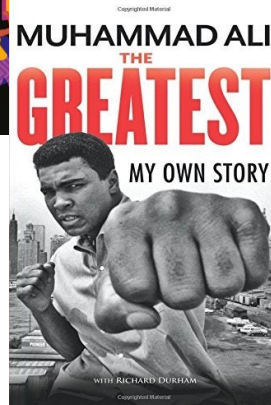
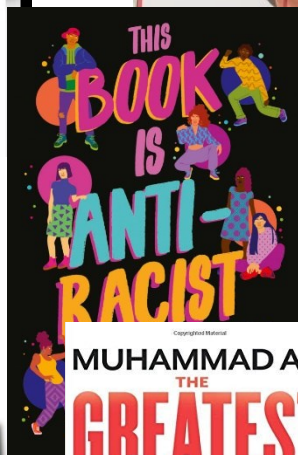
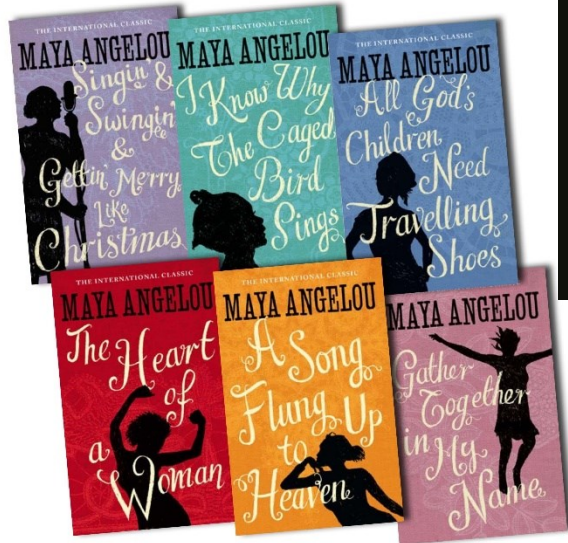
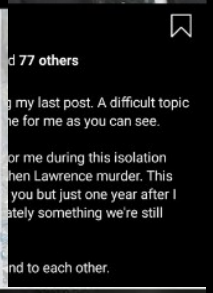
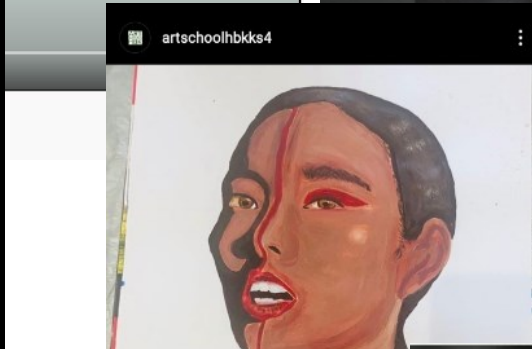
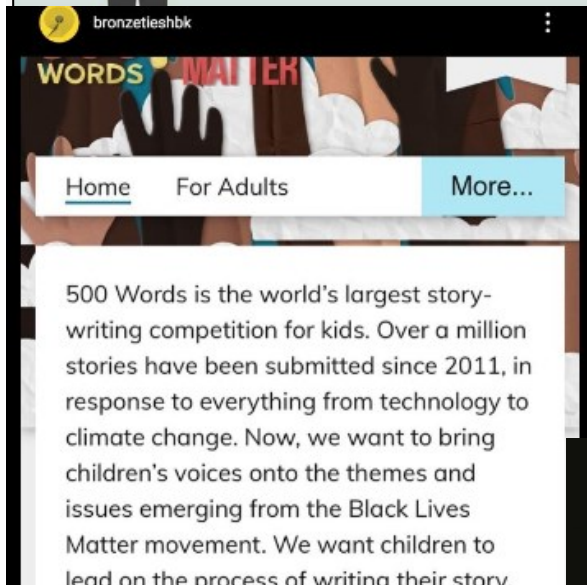
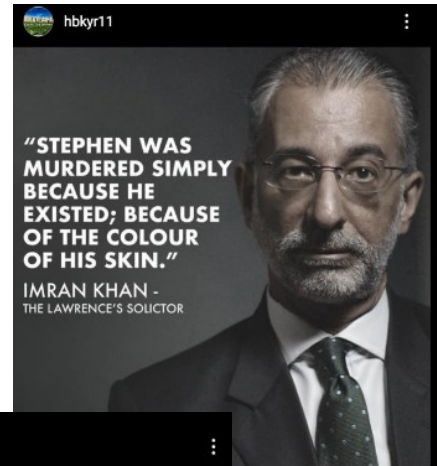
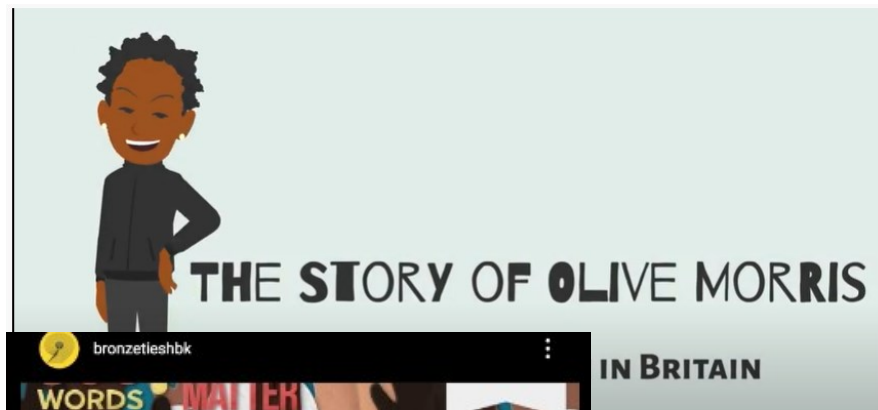
Using technology effectively  
How do we keep the conversation going beyond the school gates?

## Colorlines



Colorlines is a daily news site where race matters, featuring award-winning investigative reporting and news analysis, published by Race Forward. Explore this sample story!

From memoirs to poetry to fiction, these titles will deepen your understanding of what's going on, inspire activism and even entertain the kids. [Read more on Colorlines.](#)



Book Club



Another initiative that could be built from the Diversity team: A book club that specialises in educating beyond the curriculum. With obvious curriculum links to English Language and Literature, it could also be a successful tool in building the appropriate language we want to encourage amongst our community.

As well as enhancing language, a book club would also be a source of knowledge and innovative ideas to continue to celebration of our differences in Hinchingsbrooke. A will allow others insights and recommendations, without just relying solely on the Diversity Champions ideas.

Wider Community

As a Diversity team, we would seek to engage our parents also. It is recognised that our large school attracts pupils from different backgrounds that therefore they stem from different environment.



Could the diversity team bring about a new way of thinking for our parents also?  
The use of technology, outside reading and specific sessions could also enthuse our feeder school and the primary schools anticipated to join ACES.



Collapsed Days

As well as bespoke sessions and focus events like Black History Month, the creation of a diversity team with ideas from all perspectives could see Hinchingsbrooke have its very own WOW Day of the WORLD.

A selection of speakers; drawing upon real experiences, workshops and lessons outside the curriculum would continue to build upon the Cultural Curriculum of our community and spark exciting conversations.



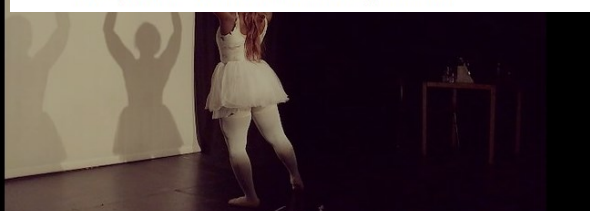
KS3 Polish Christmas Workshops for Schools

The artist listed below delivers Polish Christmas workshops where children explore the traditions of a Polish Christmas through fun and engaging drama activities. Click on the artist's name to go to her page.

Shelley O'Brien (Based in Consett County Durham)

VANESSA  
MACAULAY

*Performer, writer and theatre maker.*



## INCLUSIVITY in a Nutshell

We are consistently searching for ways to help all of our learners gain the most from their time at Hinchingsbrooke.

As a Diversity team we will build upon our the established HBK commitments of:

- Valuing our heritage whilst remaining forward-looking
  - Being at the forefront of educational change
- Making the best use of technology to support learning
- Providing an all-round education of the whole child
  - Building our reputation as a centre of excellence

As a Diversity team we will:

1. Draw upon the experiences of staff and students
2. Positively promote new information and knowledge for all, visually and vocally to enhance Cultural Capital
3. Measure impact, review and continue

We endeavour to learn, work, laugh, celebrate and develop together

*We are Hinchingsbrooke*

