

Ofsted and Inclusion and Diversity

Ofsted inspectors will grade an educational organisation's "overall effectiveness" by making judgements around the various Ofsted requirements. These Ofsted requirements include the four key judgement categories: the quality of education; behaviour and attitudes; personal development and; leadership, and management.

Ofsted's Definition of Inclusion and Diversity 31 Jan 2023

Inclusion is the elimination of discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.

Diversity is a group that should celebrate people from all backgrounds and with different characteristics, and no one should be discriminated against because of being different.

Equality is treating the same, fairly, and having the same opportunities. Equity is slightly different from equality in that it recognises that each person has different circumstances. This means that depending on individual needs, varying types or levels of support might be required to take full advantage of equal opportunities.

How to meet Ofsted requirements for Equality and Diversity

Schools can meet the Ofsted requirements in equality and diversity by:

- **Keeping up to date with Legislative Changes** As a public body responsible for keeping children safe in education, schools must remain up to date on government legislation, policy, and guidance updates. This could include the way in which the designated senior person (who is responsible for safeguarding) supports children and responds to reported cases of abuse or discrimination.
- **Having the Relevant Policies in Place**, Schools should demonstrate to Ofsted their policies and procedures relating to equality and diversity, such as equality policy, bullying policy, safeguarding policy, recruitment policy, admissions policy, extenuating circumstances policy, performance policy, and equality impact assessment policy.
- **Training**, Schools should evidence training that is undertaken by staff and how this is reviewed to demonstrate the impact of that training. Training could include anti-discriminatory practices, ethics and values, and dealing with disclosures.
- **Extra-curricular Activities**, Ensuring that extra-curricular activities are inclusive and promote the advancement of equal opportunity and fostering of good relationships. Ensuring that the curriculum is inclusive of diversity and teaches young people about prejudice and bias.

- **Feedback** - parent, student and staff surveys and how feedback is incorporated into the functioning of the school
- **Young People's Profiles** Schools should understand the differences in their communities to ensure that their functioning promotes equality across all student backgrounds. Schools should collect data and hold records about student-protected characteristics that can be shown to Ofsted.
- **Learning Outcomes** A good demonstration of positive equality and diversity in schools is a record of successful learning outcomes for all young people from a range of backgrounds.

Ofsted requirements in schools are not designed to be burdensome, so schools should not have to complete additional work during their Ofsted inspections. There are many ways that schools can document how they are adhering to equality and diversity. The list above shows just some of the ways that schools can evidence their good practice. Equality and diversity should be routinely upheld in schools to celebrate differences and create an inclusive culture that young people can continue with throughout their lives; to make more positive contributions to society.

Ofsted Framework

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| Personal Development | The provider prepares learners for life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. |
| Leadership Management | Those with responsibility for governance ensure that the provider fulfils its statutory duties, for example, under the Equality Act 2010, and other duties, for example, in relation to the 'Prevent' strategy and safeguarding and promoting the welfare of learners. |
| Quality of Education | Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life. |
| Behaviour and Attitudes | The provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct. |

Why teach inclusion and Diversity?

Diversity and inclusion help young people learn to empathise with people who are different. Diversity and inclusion can make all young people better learners, allowing them to understand various subjects from multiple points of view.

Inclusive practice ensures that each young person is treated fairly and with respect. By having access to educational content, each young person is able to fully participate in their own learning, which provides them with the skills and resources for later life.

Belonging in the classroom means ensuring that all students feel welcomed, comfortable, and part of the school family. In order to learn, students need to feel safe, cared for, and emotionally connected to their teachers and each other. Feeling a sense of belonging at school can increase students' emotional and physical well-being and better academic performance.

This is equally important as Inclusion and Diversity because all young people should feel that their world is safe and that people care about them and their needs. This will allow them to feel confident in exploring new ideas, learning, and self-expression.

Key Dates to Celebrate Inclusion and Diversity Through the Year

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| First week of May | International Deaf Awareness Week |
| 2nd April | World Autism Awareness Month |
| Second week in November | Interfaith Week |
| 20th November | Universal Children's Day. |
| 3rd December | International Day of Persons with Disabilities |
| 10th December | Human Rights Day |
| 4th January | World Braille Day |

PSHE - Key Stage 3

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| L4 | Learn about the different groups they belong to |
| L5 | Learn about the different roles and responsibilities people have in their community |
| L6 | Learn to recognise the ways they are the same as, and different to, other people |

PSHE - Key Stage 4

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| L8 | Learn about diversity: what it means; the benefits of living in a diverse community; and valuing diversity |
| L9 | Learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes |
| L10 | Learn about prejudice, how to recognise behaviours/actions which discriminate against others and ways of responding to it if witnessed or experienced |
| L15 | Learn about the unacceptability and illegality of discrimination and harassment in the workplace and how to challenge it |
| L13 | Learn about the skills and attributes to manage rights and responsibilities at work including health and safety procedures |