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| **SECONDARY SPRING TERM** | |
| **Adaptation to Needs and Contexts**: Policies for Meeting Individual Needs [S5,Part2] | |
| **Objectives**   * Understand the implications of the Equalities Act for schools. * Become familiar with how schools translate statutory requirements into equality and diversity policies. * Know some practical ways in which teachers can promote equality and diversity. | **Link to the Core Content Framework**  1.1  1.2  1.4  1.5  5.2 |
| **Activity** | **Resources Required** |
| **Understanding Statutory and Non-Statutory Guidance**  Read pages 5-11 of the Equalities Act guidance for Schools | <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools> |
| **Know what a policy includes:**  Look at your school's equality and diversity policy. Discuss / make notes using the following prompts:  a)       What references are made to the vision or ethos of the school?  b)       What references are made to the Equalities Act?  c)       Which groups of people does the policy particularly refer to?  d)       What practical steps for tackling discrimination and promoting equality are included in the policy?  e)       What responsibilities are designated to teachers, school leaders and others?  f)        How is the policy written and structured to make it accessible to readers? | School's equality and diversity policy (or an example from a different school if this is not available. There are many online). |
| **Policies in Practice**  Staff member leading the session explains how they implement the school's policy in their teaching:  a)       How do you promote diversity and inclusivity through lessons and activities? Are there any examples of activities which work well to, for example, promote multiculturalism or challenge stereotypes?  b)       How do you deal with difficult situations, when, for example, students say racist or other offensive things?  c)       What do you think is difficult about promoting equality and diversity? Any strategies or advice for how to overcome difficulties? | Member of staff will need to draw on their own experiences, or those of colleagues - so it's useful to discuss with colleagues in advance. |
| **Summary:**  Write a 5 point 'equality and diversity' summary focused on implications for your own teaching. | Could be shared on a whiteboard or large paper and photographed as evidence, if there are multiple trainees who could work together. |
| **Want to know more?**  Have a look at the materials on this website: <https://www.highspeedtraining.co.uk/hub/classroom-equality-diversity/> . You might particularly like the 'classroom activities' and downloadable 'equality and diversity' checklist which focus particularly on practical ideas for supporting diversity. | |