The South Gloucestershire Equality in Education Toolkit

South Gloucestershire Council is committed to giving every child the best start in life. We want all our children are both mentally and physically healthy, where they have nurturing environments to become well-rounded people and are given the chance to fulfil their potential.

South Gloucestershire is doing all it can to continually improve its educational institutions, but we see on a national level that historically marginalised groups still have additional barriers to this equality of opportunity. That can only be fixed by addressing these barriers directly. Therefore South Gloucestershire Council. Has collaborated with Representation Matters, the Diversity Trust and students to curate a tailored equality toolkit.

This toolkit is a framework within which schools and places of education can begin to implement equity for those with protected characteristics. It aims to give staff the knowledge and confidence they need to tackle racism, sexism, homophobia, ableism and transphobia in and around school. This way all students will feel safer and will have improved understanding of respect for those with differing lived experiences.

Teachers will be provided with alternative resources and a challenge to promote healthier ideas about BAME people, women, differently abled-people and the LGBTQ+ community within the existing curriculum. Young people's perception of these groups is less tainted by old stereotypes or narrow-minded views because of this.

And finally, this toolkit will map out support structures available to staff and students at schools in South Gloucestershire. With so many organisations offering their services, we hope this toolkit will make navigating these services easier so that it is clear who to go to for any specific situation.
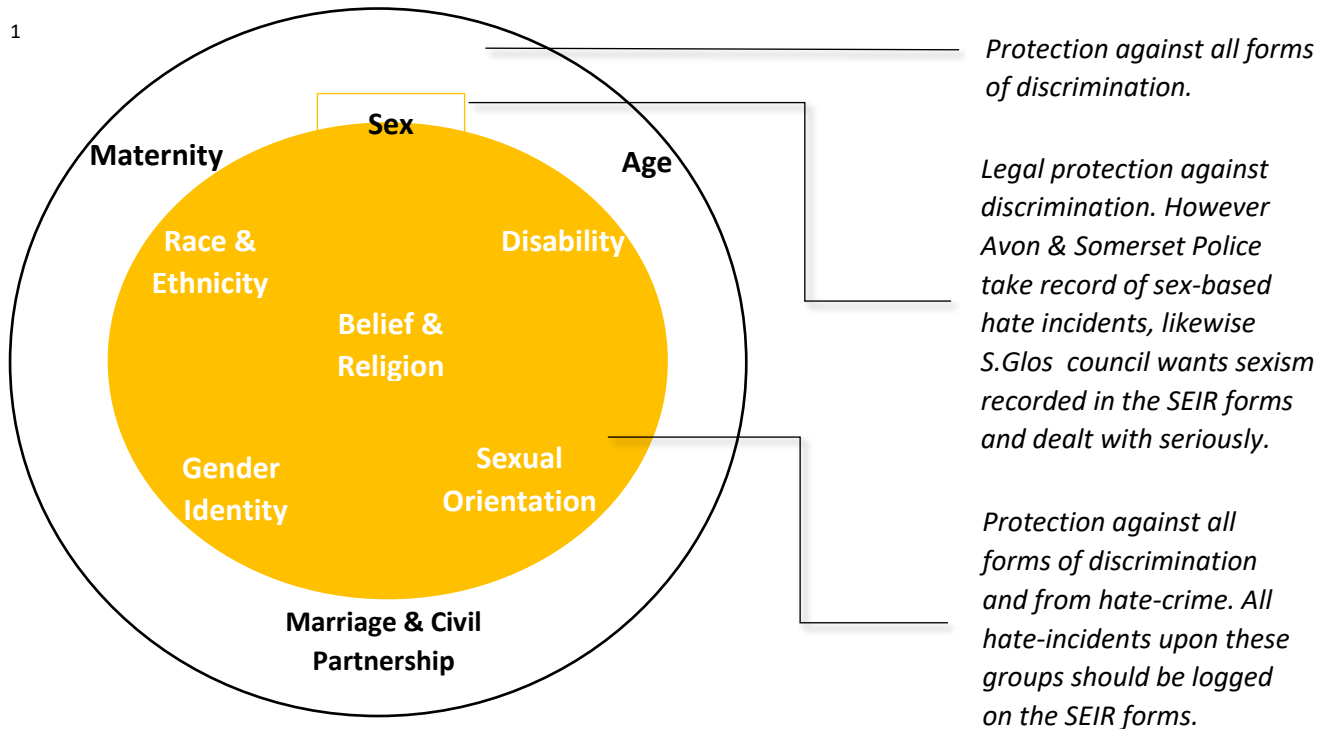
We believe we can enhance each school's role in addressing inequalities and injustice in their communities whilst promoting equality, inclusion diversity and belonging.

Section 1

The Law

The Criminal Justice Act (2003) and the Equality Act (2010) are the most relevant legislation around equality in the UK. At this moment, the law recognises 9 'protected characteristics' – 5 of which have additional focus and one other is of particular interest to us in South Gloucestershire.

- Age
- Belief and Religion
- Disability
- Gender
- Marriage and Civil partnership
- Maternity
- Race & Ethnicity
- Sex
- Sexual Orientation

1

Protection against all forms of discrimination.

Legal protection against discrimination. However Avon & Somerset Police take record of sex-based hate incidents, likewise S.Glos council wants sexism recorded in the SEIR forms and dealt with seriously.

Protection against all forms of discrimination and from hate-crime. All hate-incidents upon these groups should be logged on the SEIR forms.

What is hate-crime? A criminal act that is motivated by the protected characteristic of the target. e.g. the murder of Stephen Lawrence[2]. A hate-crime can also encompass verbal abuse.

What is discrimination? – This is where a person or people are treated less favourably because of any of the protected characteristics. e.g. the investigation of the murder of Stephen Lawrence[3]. Forms of discrimination could be:

Direct (intentional and overt)
Indirect (subconscious or covert)
Perception (based on an assumption or potentially inaccurate information)
Association (based on the protected characteristics a person or people are affiliated with)
Harassment (repetitive inappropriate behaviour)
Victimisation (actions equating to punishment for reporting inappropriate behaviour)[4]

All public bodies have a legal obligation to eliminate discrimination, harassment & victimisation whilst advancing equality of opportunity. There is also a duty to publish evidence of compliance with this equality duty.
What should this look like in schools:

Staff	Students
Designated individuals within schools or senior leader or exec/governor responsible for EDI[5]	Making a clear distinction between bullying and hate-motivated-bullying, with clearly defined repercussions [10]
Staff profiles can be broken down by protected characteristics[6]	Monitor number of incidents and incident types[11]
Recruitment process passes compliance with the equality act 2010[7]	Challenge any language that is insensitive or hateful regardless of audience [12]
Monitoring of protected characteristic people through interview candidates to staff retention and career progression[8]	Can easily breakdown pupil numbers by protected characteristics and can track patterns of exclusion rates and attainment levels of different groups[13]
Self-evaluating your EDI culture[9]	

Language

Language can be the first form of violence or it can be an indication of inclusivity. Language can also be a fluid entity when it comes to equality, diversity and inclusivity, so it is important to be conscious of changes in acceptable language. Even more important than this is to be sensitive to the ears of your audience and anyone who may be personally effected by the words you use. Be sure to be open to being corrected and open to learning.

Below is a list of words heard in schools often, in different contexts. Our student consultants and professional experts have separated them into different categories.

RED – Words and terms that should not be avoided at all costs

YELLOW – Words and terms that require restraint and don't necessarily need to be used

GREEN – Words and terms that are accurate but still promote inclusivity and are respectful

RED	YELLOW	GREEN
Coloured [14]	Mixed-race [24]	People of Colour [32]
Half-caste [15]	Ethnic [25]	Dual-Heritage [33]
N-Word [16]	BAME/BME [26]	South-Asian [34]
P-Word [17]	Oriental [27]	African [35]
C-Word [18]	Disabled [28]	Black [36]
F-Word [19]	Afro-caribbean [29]	Global Majority [37]
D-Word [20]	Gay [30]	Queer [38]
Cripple [21]	GRT [31]	
Transvestite [22]		
Retard [23]		

These are some of the most likely words and terms you'll come across and will be to be vigilant of. There isn't enough time or space to make you aware of every single potential term, but it is important to keep these principles in mind when encountering a term you're unsure of:

- Was the word used with the intentional of relaying negativity? Anything can become a slur when it is used to convey negativity
- What is the historical context of the word? If a term was birthed out of colonial or imperialistic measures it is more than likely to inappropriate
- How does the individual/group feel about the term? If the targeted individual seems uncomfortable the use of a term, then respect their lived experience and understanding of the connotations of the word. Even better would be to understand the generally acceptable terms that different communities encourage usage of so not to add pressure onto young individuals.

Definitions

We want to ensure that all educators feel confident with the various terms that will continually emerge during conversations around equality, diversity, and inclusivity as there are many and some are regularly misunderstood. Below are some of the most important and commonly used:

Ableism – discrimination in favour of 'able-bodied' people

Adultification – children who are treated as more mature than they are because of a protected characteristic; often race

Ally – A (typically) straight or/and cis person supporting members of the LGBTQ+ community

BAME – 'Black Asian and Minority Ethnic' is used to refer to non-white or non-british people in the UK. This is the most widely used term to refer to ethnic minority groups in the UK

Cis(gender) – someone who identifies with the gender designated to them at birth

Disability – A physical or mental condition that changes someone's range of movement, sense or activity

Ethnicity – A population or group made up of people who share common cultural background and/or descent

Gender – Social and/or cultural expressions of someone's identity broadly on and/or around the spectrum of male-female. *see 'genderbread man' below*

Heritage – Things* of significant historical or cultural significance that are preserved for the nation* (Things* could be tangible or intangible and the nation* does not necessarily need to be a geographically defined area)

Homophobia – discrimination aimed at those assumed to be gay or lesbian

Intersectionality – where an individual or group has more than one protected characteristic, thus their lived experience is compounded (e.g. race x sex)

Microaggression – a statement or action, intentional or unintentional that subtly enforces stereotypes, discrimination or invalidates the experiences of someone's protected characteristics

Misogyny – prejudice or discrimination against women

Neurodiversity – displaying characteristics of neurologically atypical patterns of thought or behaviour

Queer – a term used by those who reject specific or traditional labels of romantic orientation or gender identity

Race – grouping of people based on physical inherited characteristics or shared identity

Sex – biological categorisation across the spectrum

Sexism – discrimination on the basis of sex or gender

Sexual Orientation – A persons emotional, romantic and/or sexual attraction to another person

Trans - An umbrella term for someone whose gender does not align comfortably with the sex they were assigned at birth

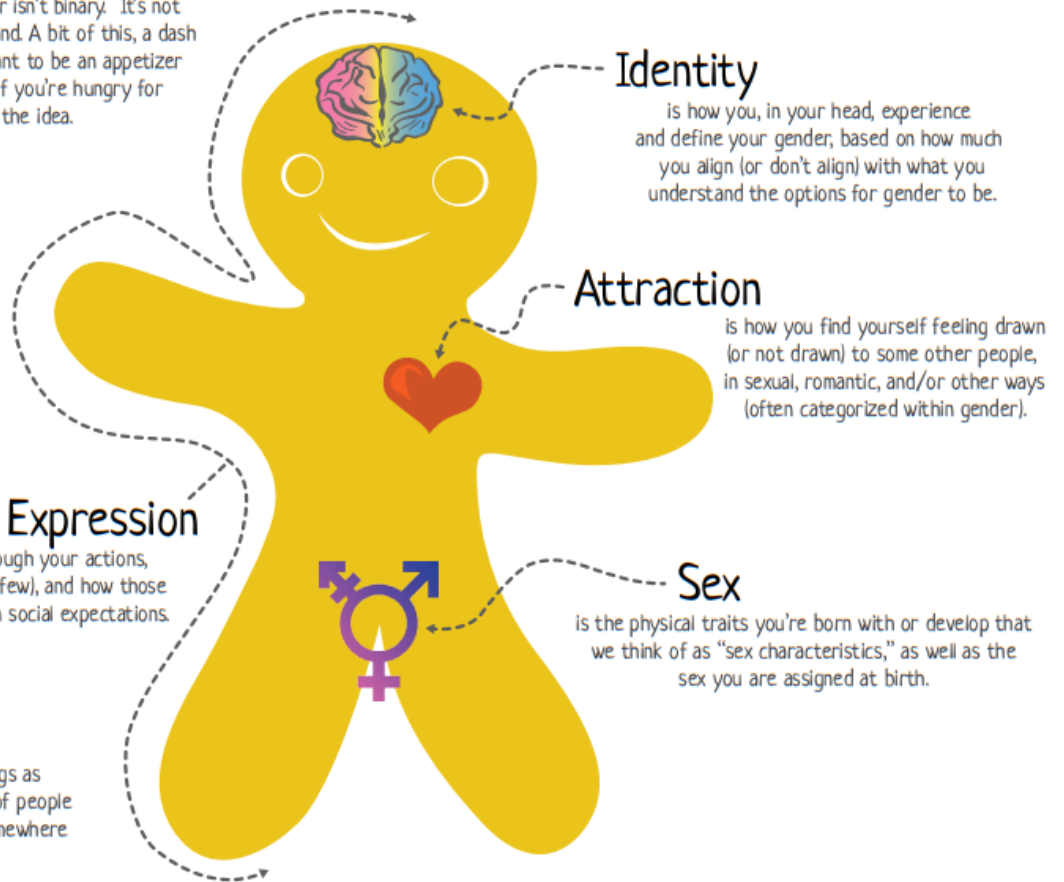Transphobia – discrimination towards people assumed to be trans

White Privilege – the idea that white people inherently benefit from entrenched racism, intentionally or unintentionally

White Supremacy – the idea that racism is justified because white Europeans are the superior race. This has inspired pseudo-sciences and groups such as the Nazi party or the KKK

The Genderbread Person

by it's pronounced METROsexual.com

Gender is one of those things everyone thinks they under-stand, but most people don't. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for gender understanding. It's okay if you're hungry for more after reading it. In fact, that's the idea.

Identity
is how you, in your head, experience and define your gender, based on how much you align (or don't align) with what you understand the options for gender to be.

Attraction
is how you find yourself feeling drawn (or not drawn) to some other people, in sexual, romantic, and/or other ways (often categorized within gender).

Expression
is how you present gender (through your actions, clothing, and demeanor, to name a few), and how those presentations are viewed based on social expectations.

Sex
is the physical traits you're born with or develop that we think of as "sex characteristics," as well as the sex you are assigned at birth.

We can think about all these things as existing on continuums, where a lot of people might see themselves as existing somewhere between 0 and 100 on each
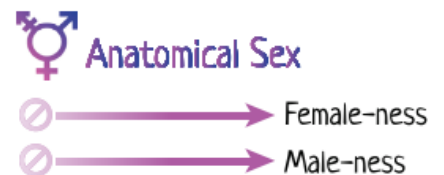
⊘ means a lack of what's on the right side

🧠 Gender Identity
⊘ ➝ Woman-ness
⊘ ➝ Man-ness
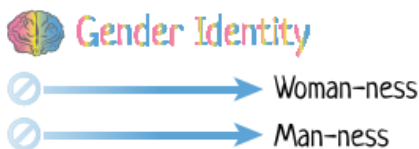
personality traits, jobs, hobbies, likes, dislikes, roles, expectations

common GENDER IDENTITY things

🧍 Gender Expression
⊘ ➝ Femininity
⊘ ➝ Masculinity

style, grooming, clothing, mannerisms, affect, appearance, hair, make-up

common GENDER EXPRESSION things
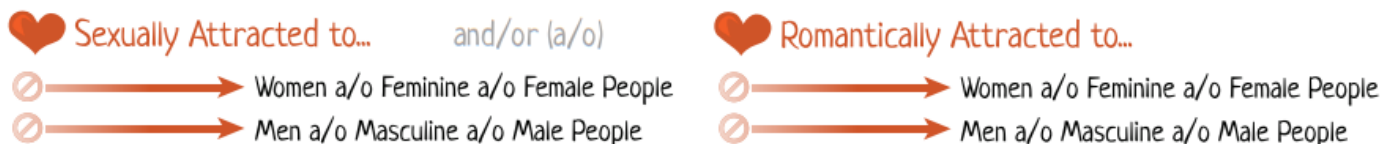
⚥ Anatomical Sex
⊘ ➝ Female-ness
⊘ ➝ Male-ness

body hair, chest, hips, shoulders, hormones penis, vulva, chromosomes, voice pitch
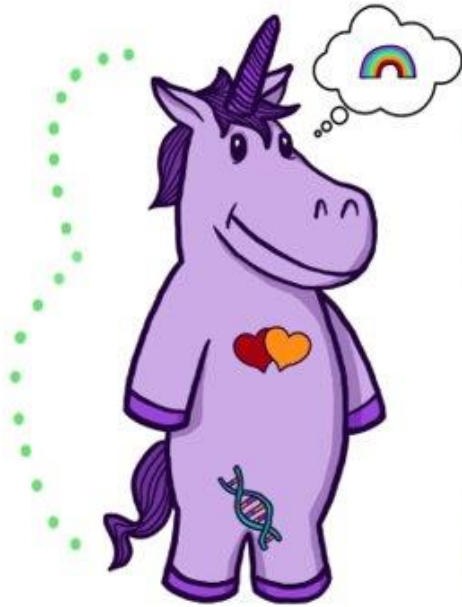
common ANATOMICAL SEX things

Identity ≠ Expression ≠ Sex
Gender ≠ Sexual Orientation

Sex Assigned At Birth
☐ Female ☐ Intersex ☐ Male

Typically based solely on external genitalia present at birth (ignoring internal anatomy, biology, and change throughout life), Sex Assigned At Birth (SAAB) is key for distinguishing between the terms "cisgender" (when SAAB aligns with gender identity) and "transgender" (when it doesn't).

❤️ Sexually Attracted to...   and/or (a/o)
⊘ ➝ Women a/o Feminine a/o Female People
⊘ ➝ Men a/o Masculine a/o Male People

❤️ Romantically Attracted to...
⊘ ➝ Women a/o Feminine a/o Female People
⊘ ➝ Men a/o Masculine a/o Male People

Genderbread Person Version 4 created and uncopyrighted 2017 by Sam Killermann

For a bigger bite, read more at www.genderbread.org

The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources

🌈 Gender Identity
Female/Woman/Girl
Male/Man/Boy
Other Gender(s)

🟢 Gender Expression
Feminine
Masculine
Other

Sex Assigned at Birth
Female   Male   Other/Intersex

🧡 Physically Attracted to
Women
Men
Other Gender(s)

❤️ Emotionally Attracted to
Women
Men
Other Gender(s)

To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan and Anna Moore

Addressing Pupils and/or Family Members

Names are fundamental to our identity. It is important for the pupil and family's name to be recorded, pronounced and used accurately and with consistency.

• It is helpful to check with parents or pupils that the pronunciation of a pupil's name is accurate. Often parents and pupils accept anglicised versions or a more 'acceptable' (English) name in school. Pupils often say that they agree to their name being changed out of politeness, rather than willingness.

• Do not be afraid of making mistakes as you perfect your pronunciation and ask the pupil to correct you each time you go wrong. Every effort should be made to pronounce the name correctly.

• Many pupils, especially from African and Asian households may have a different name at home, to what they use in public or what they are called formally. i.e What the pupil may want to be, or is commonly called may differ from what is on the register for example. Schools should ask parents which name should be used daily and discuss this with the pupil.

• It is also important to recognise understand the ordering names isn't always ordered how traditional anglicised names are. For example, generally Korean names follow [FAMILY NAME]['FIRST'/PERSONAL NAME] .

Tackling Incidents

1) A zero-tolerance policy
- Ableism, racism, homophobia & sexism should have a zero-tolerance approach
- This approach should be clear on the anti-bullying policy, staff training and during restorative measures
- This same approach should be extended to parents where possible

2) Keeping an eye out
- Staff should be vigilant and functioning understanding of what ableism, homophobia, racism or sexism might look/sound like
- EDI ambassadors or pastoral leads should be wary of any trends that may be harmful and warning colleagues of them
- All staff should be aware of the zero-tolerance policies and appropriate procedures

3) Clear response
- Trained educators should be able to distinguish between an ignorant comment and an intentionally harmful attack, Both still warrant the zero-tolerance approach
- Ignorant remarks warrant addressing, for both the 'perpetrator' and the audience/those in earshot. Explain why the statement was wrong and hurtful and re-educate them
- Harmful attacks need to be dealt with immediately. Stick to the precedent set by your school's policy when it comes to punishment and reconciliation
- It is vital that the school policy makes clear that hate incidents will be dealt with more severely than bullying
- Report incidents on SEIR no matter how 'small' the incident

4) Be 'victim' centred
- Try to ensure the emotions of any potential 'victims' are prioritised in the moment
- Follow-up with the victim and their family to explain any measures taken
- No restorative action can be taken until the victim is comfortable to participate and conditioning sessions have been conducted with the 'perpetrator'

Section 2

How to be an Ally

Accept LGBTQ+ young people without having to explain themselves

Put pronouns in your email signature and tell people your pronouns if comfortable

Expand your horizons; read, watch, and listen to stories outside of your own experience

Ask young people with protected characteristics directly and in appropriate settings what you can do to support them

Be aware of racialised, sexualised and ableised experiences and provide spaces to define identities

Provide opportunities to spell names phonetically

Use the curriculum as a toll of inclusion

Celebrations[39]

September	October	November
East & South-East Asian Heritage month 10th – Suicide Prevention Day 18th – Equal Pay Day 15th – Rosh Hashanah 25th – Yom Kippur 26th – Latin American Heritage	Black History Month 4th – Dyslexia Awareness Day 11th – Coming out Day 13th – World Sight Day 14th – HCAW 15th – Start of Navarati 24th – Bandi Chhor Divas 26th – Intersex Awareness Day 31st – Day of the Dead	Islamaphobia & Disability Awareness Month 11th – Remembrance Day 12th – Interfaith week 13th - Diwali 24th – DV day
December	January	February
1st – World Aids Day 7th – Hanukkah begins 3rd – Day of person w/disability 10th – Human Rights Day 18th – Migrants Day 21st - Yule 25th – Christmas Day 26th – Kwanza begins	4th – Braille Day 7th – Orthodox Christmas 13th – Lori Maghi 15th – World Religion Day 15th – Blue Monday 25th – Mahayana New Year 27th – Holocaust Day	LGBT History Month 7th – Lailat al Miraj 8th - SA week 10th – Chinese New Year 15th – Nirvana Day 22nd - Lent
March	April	May
Womens History Month 7th – Holi 8th – International Women Day 10th - Ramadan 21st – Down Syndrome Day 24th – Good Friday 25th – Holi 31st – Easter Sunday 31st – Trans Day of visibility	9th – Romani Day 9th – Gudi Padwa 9th /10th - Eid 13th – Vaisakhi 14th –Tamil & Bengali NewYear 22nd – Stephen Lawrence Day	1st – May Day 5th – Cinco de Mayo 13th – Mental Health Awareness Week 21st – Culture Day
June	July	August
Pride Month GRT Month 14th – Hajj 16th – Eid 18th – Autistic Pride Day 20th – Refugee Day 22nd – Windrush Day	Disability Pride Month 14th – Non-binary Day 18th – Nelson Mandela Day	9th – Indigenous Peoples Day

Inclusion Everywhere, All the Time

Diversity and Inclusion isn't something that needs to be forced in the curriculum, diversity is present throughout every subject, the task is finding, acknowledging, and celebrating it.

Below is a table of very basic examples of where some of the protected characteristics fit seamlessly into some subjects. By no means are the contributions from these different communities limited to these examples, but they highlight how and where you could alter some of the focus of your teaching to exhibit to your students that these communities are not limited to the stereotypes they may have been exposed to already.

	Women	People w/ Disabilities	People of Colour	LGBTQ+
English	Madeline My Story: Suffragette The Wolf Wilder Howls Moving Castle	Cyborg Detective Helen Keller Lewis Carroll	I am Malala Benjamin Zephaniah Khalid Hosseini	Oscar Wilde Virginia Woolf
Math	Katherine G Johnson	John Nash	Abu Kamil	Alan Turing
Science	Mae C Jeminson Marie Curie	Stephen Hawking Albert Einstein	Neil deGrasse Tyson Irene Uchida	
History	Boudica Amelia Earhart Suffragettes	Franklin D Roosevelt Louis Braille Muhammed Ali	Mansa Musa The diversity of WW2 soldiers	Stonewall Allan Horsfall Alexander the Great
Geography		Accessibility	TrueScale/ AuthaGraph World maps	
Art	Yayoi Kusama	Stephen Wiltshire	Frida Kahlo	RuPaul

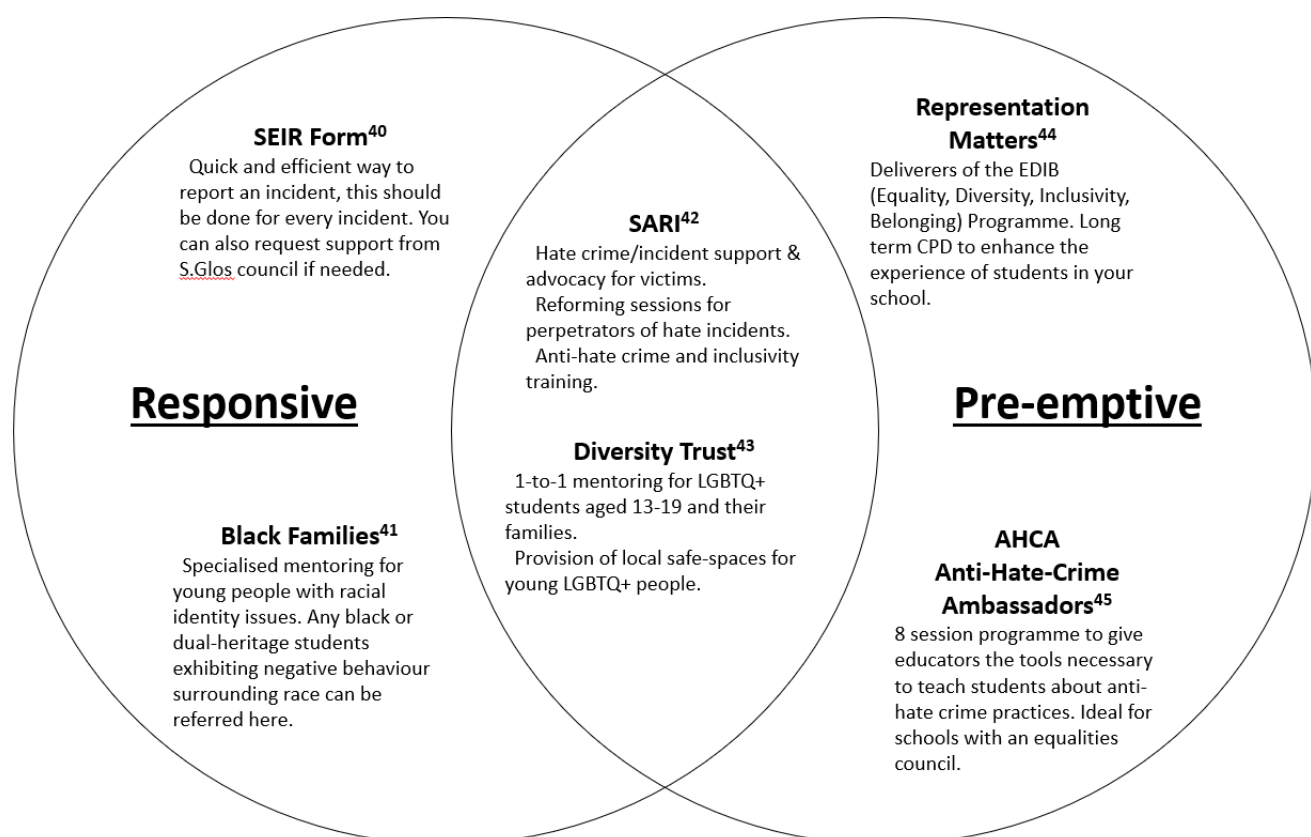|				
14	Georgia O'Keeffe	Ryan Gander John Bramblitt	Jean-Michel Basquiat Takashi Murakami	Alexander McQueen
P.E	Billie Jean-King Chloe Kelly Abbie Ward	Tanni Grey-Thompson Aaron Fotheringham Michael Phelps	Raheem Sterling Virat Kohli Jimmy Peters	Roberta Cowell Justin Fashanu Nicola Adams
Music	Clara Schumann Patti Smith	Stevie Wonder Andrea Bocelli	Childish Gambino Nihal Arthanayake	Queen Latifah Lady Gaga Frank Ocean

Section 3

Support Networks

South Gloucestershire has partnered with numerous organisations that have slightly different specialities.

Refer to this Venn diagram when deciding who will be best suited to support your situation. On the right pre-emptive support, organisations and programmes that will enhance the inclusivity culture in your school. On the left organisations that can support you in the aftermath of an incident or after you've noticed any concerning behaviour.

SEIR Form[40]
Quick and efficient way to report an incident, this should be done for every incident. You can also request support from S.Glos council if needed.

Responsive

Black Families[41]
Specialised mentoring for young people with racial identity issues. Any black or dual-heritage students exhibiting negative behaviour surrounding race can be referred here.

SARI[42]
Hate crime/incident support & advocacy for victims.
Reforming sessions for perpetrators of hate incidents.
Anti-hate crime and inclusivity training.

Diversity Trust[43]
1-to-1 mentoring for LGBTQ+ students aged 13-19 and their families.
Provision of local safe-spaces for young LGBTQ+ people.

Representation Matters[44]
Deliverers of the EDIB (Equality, Diversity, Inclusivity, Belonging) Programme. Long term CPD to enhance the experience of students in your school.

Pre-emptive

AHCA Anti-Hate-Crime Ambassadors[45]
8 session programme to give educators the tools necessary to teach students about anti-hate crime practices. Ideal for schools with an equalities council.

If you are still unsure about who may be best for your situation email Josiah.Chudleigh@southglos.gov.uk for further clarification.

For Reference

1) Race – (ethnicity) a group categorised by inherited physical features or ancestry & culture
Sex – biological categorisation given at birth; male, female, intersex
Faith – (religion) a set of beliefs that significantly influence the behaviour of an individual
Sexual Orientation – the genders to which a person is sexually attracted to
Gender Identification – the gender to which a person identifies (no medical surgery needed)
Disability – a condition that significantly impacts ones physical or mental activity
Pregnancy – (maternity) whether someone is planning for/is pregnant or has young children
Age – age
Marriage – (marital status) someone's relationship status; single, married, divorced etc.

2) Stephen Lawrence was a young black man murdered in 1993 in south London. In 2012 two men were convicted of his murder, which is generally accepted to have been motivated by Stephens Jamaican heritage.

3) The met police were heavily criticised for the way it conducted the investigation into Stephen Lawrence's murder. Several issues were uncovered by the McPherson report including not factoring any racist element to the murder itself, misidentifying Stephen as a gang member (because of his race) and ignoring information given to them from Stephen's family. Some officers were found to be expressing racist views and as a result, it is generally believed at least 3 of Stephens attackers are still free today. Many officers were sacked and McPherson Report 1999 heavily influences the Equality Act 2010 and thoughts on institutional racism in the UK.

4) Victimisation is often used incorrectly. Legally victimisation is where individuals within a group or higher up in a hierarchical structure create a hostile environment for individuals that make complaints about the structure regardless of validity. For example a worker reports to HR that they have experienced sexism coming from their boss – victimisation would be the boss making the workplace a even more difficult place to be for the complainant through bullying, ostracization or increasing their workload.

5) In south Gloucestershire schools we have the EDIB programme up and running: the two representatives on this course would be perfect candidates for this responsibility. Likewise any AHCA champions within your school would suit the role. If your school has not enrolled on either of these programmes S.Glos has asked for an EDI ambassador to volunteer or be nominated so that all educational facilities in the area can be contacted about EDI developments and liaise with the council about any concerns they have.

6) Knowing the numbers of people we may need to identify is the first step to addressing any problem or pushing any advancement.

7) These will be laws and policies that have been adhered to for over a decade now. These will include, but not limited to:

   -An equal opportunities monitoring form that is detached from the main application
   -Fulfil any reasonable adjustment requests and monitor the outcomes
   -Pay secrecy clauses are unenforceable
   -Employers cannot discriminate on the basis of any protected characteristics when deciding who to offer employment

8) Is your equality of opportunity – that you're legally required to provide – creating/closing the gap on equality of outcome? Are people with different lived experiences working at our schools? Are they getting interviews? Are they getting promotions? Why/why not? These are things people from communities with protected characteristics will notice and students

will subconsciously pick-up. This is a great way to test how effective your provision of equality of opportunity really is.

9) Evaluating your EDI culture will entail checking yourself against the understanding of the previous policies and outcomes of these duties. It will also involve getting support agencies to help shine a light on some practices, attitudes and behaviours you've become accustomed to.

10) This creates a precedent and a clear policy students will be accountable to and that the school will be obligated to fulfil. This will eradicate the confusion that often follows hate-incidents from all parties and will make young people and their parents feel more secure in your setting.

11) Again, monitoring he number/type of incidents will help the school and the council see any emerging patterns that may indicate more insidious factors at play. The SEIR (S.Glos Equality Incidents Reporting) form is available to all teaching staff and is a quick and simple way to record all the relevant information with the council. This can be used to record all hate-incidents - including sex motivated incidents.

12) Challenging all behaviours & language no matter how 'insignificant' or 'inconsequential' they seem and regardless of whether there was a 'target'. Allowing insensitive or offensive behaviours and language to go unchallenged, allows them to become normalised. Schools want to create will-rounded people ready for the adult world, and in an ever more diverse society ignorance is less tolerated, so educating sensitivity is important. If a student is wilfully insensitive this needs to be shown as unacceptable to the student any potential victim of the behaviour and all those observing.

13) Monitoring if you are seeing a closing of 'the gap' - thus knowing if your school really is providing equality of opportunity. Knowing what groups are being excluded or suspended the most, who generally takes up what subjects, what results are certain groups attaining all tells a story. Neglecting to keep track of these numbers means we cannot track patterns, therefore any underlying problems will go unaddressed.

14) The term 'coloured' has been used to racialize any group that isn't white. It was ascribed to people of colour to 'other' them and is unacceptable because of its historical connection to racist attitudes and beliefs.

15) 'Half-caste' derives from 'half-pure' suggesting that dual heritage people are tainted by their black, south-Asian or other non-white ancestry.

16) The N-word – ni***r is an offensive and abusive term. There is argument that some black people (and black people only) have 'reclaimed' the word. Regardless, classroom settings shouldn't have students saying this word.

17) The P-word – p*k* is an offensive an abusive term which has no use. Often the excuse is given, it's an abbreviation for Pakistani, but it is not and the tone in which it was used historically is damaging and hurtful to south-Asian communities.

18) The C-word – ch**k is an offensive and abusive term that has no reason to be used. Some people refer to the word when describing a Chinese takeaway but both uses are unacceptable and harmful to east Asian, south-east Asian and Chinese communities.

19) The F-word – fa*/fa***t is a very offensive term. Some queer communities have reclaimed the term, but this would be within queer-safe spaces. Either way the term is not appropriate for schools.

20) The D-word – d*k* is an offensive term. Some queer communities have reclaimed the term, but this would be within queer safe spaces. Either way it is not appropriate for schools.

21) Cripple is an old, outdated, and insensitive way to describe a person. It has no modern day use and would be offensive.

22) Transvestite is an outdated term with unnecessary negative connotations.

23) Retard is a very offensive term: even the intention of its use is unsuitable for a school setting. Students shouldn't be commenting on anyone's mental capability in an education setting, let alone with such offensive terminology.

24) Mixed-race is a widely used term, but there are conflicting ideas about its appropriateness. Some find it dehumanising as there is only one race. As an educator or leader, it is suggested to use dual-heritage or mixed-heritage as these have less controversy surrounding it.

25) Ethnic is a commonly used term, but used incorrectly it can come across patronisingly. Could you say 'traditional Chilean clothing' for example, rather than ethnic clothing.

26) BAME/BME is used a lot in the UK, especially in legislature, media and political spaces, but many young people find it too broad a categorisation. For example a person with black African heritage and a person from Irish heritage may feel they have little in common culturally other than being a minority in the UK.

27) Oriental is a colonial term and to describe someone as this would be to reduce a person to trading route used by imperialist nations.

28) Disabled should be used sparingly if at all. Is a person disable or do they have a disability? It's a small difference that makes a big impact on one's self esteem and their perception of them, if there is any need to even point it out. Their 'disability is not their defining trait – the person should always come first (x uses a wheelchair/is a wheelchair user e.g.)

29) Afro-Caribbean is a term that seems to have replaced 'Black' unnecessarily. If you are able to speak specifically (Black African, Black Caribbean etc.) then do so. Some find the fixation on 'Afro' an odd thing to fixate upon.

30) Gay is sometimes suitable to describe gay men by but there is no need to be discussing students or allowing students to discuss other students' sexual orientation in the classroom. Also be wary of people using 'gay' as a negative adjective or with negative connotations as this becomes offensive.

31) GRT (Gypsy, Roma/Romani, Traveller) is very commonly used, especially in UK legislature, policy makers and researchers. GRT may be correct to use but an individual person is not GRT. When you can, speak specifically and recognise a person or groups heritage.

32) People of Colour is not a term fully adopted in the UK yet but is growing in popularity. It does have similar issues to BAME – that it encompasses so many diverse groups – but it does emphasis a greater distinction between non-white groups and white groups, cutting out the historical difficulties of combining these communities together in broad strokes.

33) Dual heritage acknowledges someone's multiple ethnic backgrounds without invalidating, glorifying or dehumanising either of these backgrounds.

34) South Asian acknowledges the various and diverse ethnic groups within a large geographical area.

35) African will be suitable when discussing African heritage.

36) Black (with a capital B) is what some Black people will prefer to be referred to as in the UK over Afro-Caribbean etc. especially when referring to the entire diaspora.

37) Global Majority is a term ethnic minority groups in the UK often find more empowering and also more accurate. In an ever increasingly connected world, it can useful to recognise that a minority here is a majority elsewhere.

38) Queer is now a widely used term, taken on by those wishing to reject specific labels of romantic orientation or gender identity. Tone is very important with this word as it has

historically been used as a slur, so please ensure it is only used in positive or uplifting contexts.

39) No one day alone is enough to bring inclusion into an environment. To avoid tokenism we need to recognised and incorporate the experience and views of as many different communities as we can 365 days a year, however, these specific days provide an opportunity to focus on a lived experience other to our own.

40) The online link to the SEIR form is attached to every month's heads bulletin. The form should be filled out following every incident involved any of the protected characteristics. Whether that be a targeted attack or a negative comment made, the SEIR form should be used so that we can track any emerging patterns and so that you can request support quickly should you want it.

41) Black Families has been operating for years in Bath and North East Somerset and in 2022 S.Glos has managed to precure their talents for our area too. Black families is able to offer free 1-to-1 support to any BAME students that appear to be struggling with identity issues, isolation, confidence, behaviour and attainment. You can contact them directly at manager@educationequals.org.uk or Black Families - Home (educationequals.org.uk)

42) SARI has been a prominent hate crime support and advocacy service for decades. They offer a range of services to victims of hate crime/hate incidents as well as to training programmes to service providers. They can offer free support to victims of hate crime – many parents and students feel much more at ease after conversing with a SARI caseworker following an incident. This would also be a good barometer to how effective your anti-hate incident policy is. SARI is also contracted with S.Glos to provide free anti-crime training to staff and initiate important conversations about the approach your school takes against hate crime. You can contact them through their website, phone number or via the SEIR form Contact Us - SARI (saricharity.org.uk)   01179420060

43) The Diversity Trust is a prominent organisation in the support of young LGBTQ+ people. For south Gloucestershire specifically they offer several locations that are catered to be a safe-space for young LGBTQ+ people finding their identity. They also offer 1-to-1 mentoring and support to any young people struggling with their identity or finding difficulties at school or at home. The Diversity Trust is also able to provide advice and training to those that feel the require extra knowledge on how to create inclusive environments for young LGBTQ+ people. You can see the locations of their LGBTQ cafes, and contact them via these links South-Glos-Youth-Services-online.pdf (diversitytrust.org.uk) Young People's Services - The Diversity Trust

44) Representation matters is carrying out a wide scale project to reform the culture in South Gloucestershire schools. Their EDIB programme has peaked huge interest and had overwhelming positive feedback so far. Over the course of an academic year, Aisha Thomas and a team of experts will provoke deep learning about your own schools' practices around equality, diversity and inclusion. Their real-life experience as educators married with their understanding of all things EDIB made this programme very successful and even prompted previous delegates to request a second year of the programme. The feedback from schools on the EDIB programme will be shared at the heads conference in May again this academic year and you can request to be a delegate on the next programme in June via Josiah

Chudleigh. For any separate requests for keynote speakers or individual training sessions contact Representation Matters directly
www.repmatters.co.uk   info@repmatters.co.uk

45) The AHCA programme is run by Katie Donovan-Adekanmbi who has conducted similar projects for years. The programme is a 'train the trainer' course, giving delegates the tools they need to help build up young people as allies and anti-hate crime champions. Its important to have young people vigilant of hateful language and behaviours, but even more important that they are informed about the best ways to react. Contact Katie directly to enrol on the programme
katie@bcohco.com