



This week on...

The EDI t

WELCOME BACK TO

The EDI t

This week I wanted to do a round-up as a reminder of all the resources and strategies shared in previous issues this half term.

I also wanted to take this opportunity to share with you all the fantastic work of our Positive Action groups over the last half term. You can find details of this on pages 7-10. If you would like to join any of our Positive Action groups, please just drop us an email and we would love to have you on board!

This half term we have:

- ✓ Launched our Language Awareness Course which takes place on Monday after school in C9 (3:15-3:45pm)
- ✓ Celebrated Disability History Month
- ✓ Deepened our thinking around EDI by sharing a recommended reading list (on pages xxx)
- ✓ Considered how sharing personal stories can be a powerful way to develop and nurture empathy
- ✓ Gave thought to how our behaviour strategy underpins the work we are doing on inclusivity and belonging as part of our 'Hidden Curriculum'

The resources we have shared:

- Suggested scripting that you could use to support your addressing and challenging any prejudiced language that you hear either in your classroom or around school. You can find the suggested scripting on page 3.
- An infographic on: [Valuing Difference: Understanding the need for Disability Equality](#)
- An EDI recommended reading list on pages 4 & 5.
- A personal story from one of our students here at Warlingham who was kind enough to share with us their experiences of having a disability on page 6.
- Youtube clips on the 'Hidden Curriculum' (3 and 4 mins respectively):

[The Hidden Curriculum | Part 1 of 2: Norms, Values and Procedures – YouTube](#)

[The Hidden Curriculum | Part 2 of 2: Sociological Perspectives - YouTube](#)



Scripts to support

Establish understanding

- 'What did you just say?'
- 'What did you mean by saying....?'
- 'What does that word mean to you?'
- 'Do you understand why it is wrong/hurtful/offensive to use that word?'

Use empathy

- 'That language is really hurtful/offensive to me and others'
- 'It's really disappointing to hear you using language that makes other people feel bad.'

Challenge directly

- 'You know that that discriminatory language is absolutely unacceptable'
- 'Why are you saying that word?'
- 'How can a pair of trainers be gay? If you mean rubbish, you should use the word rubbish.'
- 'What you said was racist as well as homophobic. Neither racism nor homophobia are acceptable.'
- 'Homophobic/biphobic/transphobic language is not acceptable in our school.'
- 'Calling people names is unacceptable and we don't do that at our school.'

- Adegoke, Yomi and Uviebinene, Elizabeth. [*Slay in Your Lane*](#)
- Agarwal, Pragma. [*Sway: Unravelling Unconscious Bias*](#)
- Akala. [*Natives - Race and Class in the Ruins of Empire*](#)
- Ali, Hira. [*Her Allies: A Practical Toolkit to Help Men Lead Through Advocacy*](#)
- Barnes, Ellie. Carlile, Anna. [*How to Transform Your School into an LGBT+ Friendly Place: A Practical Guide for Nursery, Primary and Secondary Teachers*](#)
- Beard, Mary. [*Woman and Power: A Manifesto*](#)
- Browne, Angela. [*Lighting the Way*](#)
- Brown, Brene. [*Rising Strong*](#)
- Cairo, Aminata. [*Holding Space: A Storytelling Approach to Trampling Diversity and Inclusion*](#)
- Choudry, Sameena. [*Equitable Education: What everyone working in education should*](#)
- Coughlin, Deborah. [*Outspoken*](#)
- Coyle, Daniel. [*The Culture Code: The Secrets of Highly Successful Groups*](#)
- Criado Perez, Caroline. [*Invisible Women*](#)
- Dabiri, Emma. [*What White People Can Do Next: From Allyship to Coalition*](#)
- Dellenty, Shaun. [*Celebrating Difference: A whole-school approach to LGBT+ inclusion*](#)
- Eddo-Lodge, Reni. [*Why I'm No Longer Talking to White People About Race*](#)
- Featherstone, Keziah. Porritt, Vivienne. [*10% Braver: Inspiring Women to Lead Education*](#)
- Gillard, Julia and Okonjo-Iweala, Ngozi. [*Women and Leadership*](#)
- Huffington, Arianna. [*On Becoming Fearless*](#)
- Kara, Bennie. [*Little Guide for Teachers: Diversity in Schools*](#)

- Kay, Katty and Shipman, Claire. [*The Confidence Code*](#)
- Kerr, James. [*Legacy*](#)
- Mendez, Virginia. [*Childhood Unlimited: Parenting Beyond the Childhood Bias*](#)
- Ngozi Adichie, Chimamanda. [*We Should All Be Feminists*](#)
- Obama, Michelle. [*Becoming*](#)
- Osagie, Diana. [*Courageous Leadership*](#)
- Patience, Lindsay and Rose, Lucy. [*Flex Education: A Guide for Flexible Working in Schools*](#)
- Sandberg, Sheryl. [*Lean In*](#)
- Sarpong, June. [*Diversify*](#)
- Scott, Kim. [*Radical Candour*](#)
- Scott, Susan. [*Fierce Conversations*](#)
- Sinek, Simon. [*Start With Why*](#)
- Sweeney, Charlotte and Bothwick, Fleur. [*Inclusive Leadership*](#)
- Syed, Matthew. [*Rebel Ideas*](#)
- Thomas, Aisha. [*Representation Matters: Becoming an Anti-Racist Educator*](#)
- Tomlinson-Gray, Daniel. [*Big Gay Adventures in Education: Supporting LGBT+ Visibility and Inclusion in Schools*](#)
- Turner, Emma. [*Let's Talk about Flex: Flipping the flexible working narrative for education*](#)
- Unerman, Sue. Jacob, Kathryn. Edwards, Mark. [*Belonging: The Key to Transforming and Maintaining Diversity, Inclusion and Equality at Work*](#)
- Wilson, Hannah. Kara, Bennie. [*Diverse Educators: A Manifesto*](#)

What it's like to have a disability at Warlingham?



I am a Key Stage 3 student at Warlingham. I have genetic sensory-neural hearing loss which means my hearing will never get better, so I'm reliant on hearing aids and I've been equipped with these since I was 3 months old.

As I became older, I became more aware of my hearing loss, and I find myself always wearing my hair down to cover my hearing aids to try and hide them. But on the other hand, I feel comfortable talking to teachers about it and asking for support when I mishear something or need help with something. They sit me at the front, and this enables me to access a full range of sounds and to be able to lip read in louder situations. Sometimes I don't hear what people say, and people might think I'm ignoring them, but in reality, it is because I haven't heard you.

Every half term, I have my Teacher of the Deaf (ToD) come in to assess my hearing devices to make sure they are working properly. I don't really have a choice whether or not to wear my hearing aids, so I have to learn to live with it and accept who I am because I can't change myself.

Even though people with disabilities may feel like the odd one out, we are still good enough and we can do the same thing as others without a disability.

Half term highlights.....

Positive Action Groups



- ✓ BHM Poetry competition judged and prizes awarded.
- ✓ Our group has grown from 9 members to 15! As such we have organised our group into the following sub-groups:

- News
- Curriculum
- Voices/Assembly
- Fundraising
- Marketing

Half term highlights.....

Positive Action Groups



- ✓ Delivered assemblies celebrating World Kindness Day and Disability History Month.
- ✓ Hosted a lollipop fundraiser and raised £48 for the **National Deaf Children's Society**
- ✓ Begun planning for World Religion Day on 15th January 2024 and International Women's Day 8th March 2024



Half term highlights.....

Positive Action Groups



- ✓ Preparing for LGBT+ History Month in February 2024



Half term highlights.....

Positive Action Groups



- ✓ Girls Club Christmas Fundraiser supporting local charities Caterham Food Bank and Renewed Hope, Redhill.
- ✓ Organising Christmas Card deliveries.
- ✓ Collecting Christmas Goods for charities above.

