



*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 last half term.

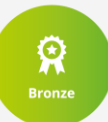
**This half term we have:**

- ✓ Explored the **'10 Dimensions of Belonging'**
- ✓ Celebrated World Religion Day and shared a personal account from one of our students (slide 4)
- ✓ Further explored Belonging by using **'belonging cues'** (slide 5)
- ✓ Explore **intersectionality** (slide 6)
- ✓ Explored **bias** (slide 7)
- Please don't forget to complete the feedback on our EDI work so far by following this link:  
<https://forms.office.com/e/sv1nificEf>
- Please also use this link to set up your own accounts within our school subscription to Equaliteach Empowered and access their resources to help you with your department's work on EDI.

*See you next week!*

We are working towards our

**EQUALITIES AWARD**  
BY EQUALTEACH



**Needed**

Are students valued by others in the class?

**Present**

Are students involved in all of the same activities as their peers?



**Invited**

Is their presence and participation actively sought out and encouraged by you?

**Welcomed**

Are all students received by their peers with warmth, friendliness, and authentic delight?

**Known**

Are students treated as unique individuals and recognised for their strengths?

**Befriended**

Are students developing positive relationships with their peer?

**Heard**

Are the perspectives of students sought out, listened to, and respected by others?

**Supported**

Are they receiving the assistance they need to participate fully in all aspects of your lessons?

**Involved**

Are students participating in all activities and discussions?

**Accepted**

Are students viewed as equals by their peers?

## How can I use this?

Consider the '**10 dimensions of belonging**' when:

- Making adjustments to seating plans;
- Planning your questioning in lessons;
- Cold-calling;
- Giving formative feedback in class;
- Marking exercise books/classwork;
- Awarding praise and reward merits
- Being vigilant to interactions with peers and reporting any prejudiced language/behaviour via Arbor



## **What being a Muslim means to me**

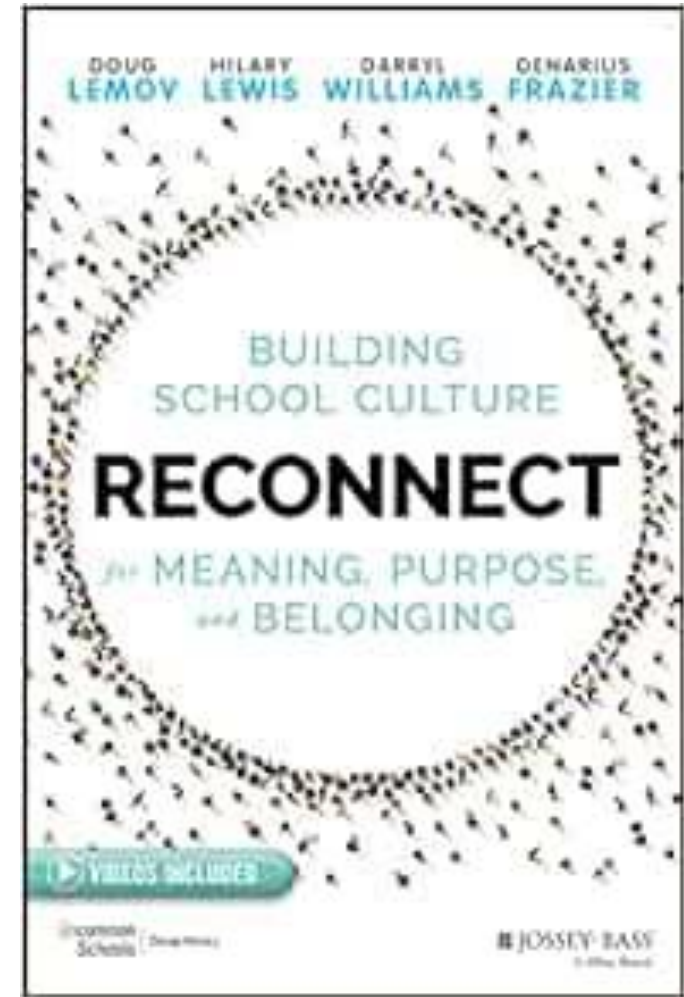
*'I am a Muslim, which means I believe that there is only one God and that we follow the teachings of the prophet Muhammad peace be upon him and the Holy Quran. It's a religion that brings great peace to my heart and teaches me something new everyday. It enforces women's rights, offers guidance through examples of prophets, and teaches to show love and respect to all, even yourself!*

*Because of these things I love my religion and practicing it, that's why It saddens me to see such a rise in Islamophobia. People often take quotes from the Quran without context or false translations and believe that women are instead oppressed, or that hate is encouraged when it is in fact the inverse. Yet when I wear a hijab, I can't help but feel protected and confident in myself. When I take five breaks a day to pray it gives me time away from the stresses of life and relaxes me. When I fast in Ramadan, it helps me to create better habits and destroy bad ones for a better quality of life over the rest of the year.*

*Islam has done nothing but benefit me and offer strength in my hard times and solidarity in my community. That is why despite rising Islamophobia, I could not be prouder to be a Muslim.'*

## What 'Belonging cues' can I use in the classroom?

- Smiling and making eye contact
- Classroom rules and expectations (including SLANT, STEPS, SHAPE)
- Using the phrase 'At Warlingham we'....
- Using the Warlingham crest on powerpoint slides, work sheets and displays
- Having the school values displayed in classrooms and on displays
- Rewards and merits (Star Student and merits linked to school values of Courage, Commitment and Kindness)
- Using students' names (with correct pronunciation)
- Saying 'Thank you' to students for contributions to lessons, help with a classroom task, handing in homework etc
- If you would like to learn more about belonging cues in a school setting, a recommended read would be: '**Reconnect: Building School Culture for Meaning, Purpose, and Belonging**' by Doug Lemov, Hilary Lewis, Darryl Williams, Denarius Frazier



# WHEEL OF POWER/PRIVILEGE

To find out more about intersectionality, listen to this DiverseEd podcast:

<https://www.diverseeducators.co.uk/our-diverse-ed-podcast-series-2-episode-10/>



Adapted from ccrweb.ca

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## **How to tackle unconscious bias in the classroom?**

- Acknowledge our unconscious bias
- Use blind marking
- Have discussions on social injustice; discussions that give voices to a range of perspectives
- Ensure all students get their voices heard in the classroom by carefully planned activities and cold-calling.
- Ensure names are spelled and pronounced correctly