

Thrive 365

Dragonfly: Impact Education



Did you know?

Equality and equity are often used interchangeably but are not the same. The definition of equality is giving everyone the same opportunities, whereas equity recognises that each person has different circumstances and so the division of resources takes account of this in order to reach an equal outcome. The links to wellbeing are enormous. Related terms are 'direct' and 'indirect' discrimination. Direct discrimination is treating someone less favourably than others because of who they are; indirect discrimination is putting rules or arrangements in place that apply to everyone but mean that someone is at an unfair disadvantage because of who they are.

1 Promote diversity in the classroom

Not just in interactions but also within the curriculum. When difference is presented, highlight strengths as well as challenges for that person or group to ensure a balanced view. Review fiction and non-fiction books to make sure there is a wide range of representation. If the only representation young people see is of minority groups facing struggles then it is harder to see those people as whole people who experience the same ups and downs as they do.

2 Challenge comments that do not promote equity

If you overhear comments that do not match the attitudes and approaches you are trying to promote, think about how these are challenged. Make it clear that what has been said does not promote equity for all and arrange to follow up with the pupil in a 1:1 environment to avoid shaming that person. See the conversation as a brilliant opportunity to help the pupil to better understand the issues the comment has prompted discussion about. Have resources ready to show them and let them take away.

3 Be clear about how to raise concerns

Be clear with pupils that equity is valued and they can raise their concerns if they feel something is unfair to them or to someone else. Rather than something vague like 'my door is always open', be specific about how they can tell you something. Depending on their age, do you want them to ask to talk to you at playtime or wait at the end of the lesson. What sort of information would be useful for them to pass on to help you to support them with their concern and what can they expect you to do once you know?

