

Equality, Diversity & Inclusion Newsletter

July 2023

Transform your feed!

Curate a more empowering social media space

In previous years, and this year, the school has collaborated on research with The Female Lead. Some of that research concluded that there is a clear link between following positive female role models on social media and having higher, focused personal and career aspirations.

Each term we will include some positive role models from The Female Lead you may wish to look up.



Dr Alpa Parmar

Law Fellow, Clare College, University of Cambridge

Specialises in race and criminal justice and her research focuses on the intersection between criminal law, race, and migration control. She has also conducted life history research with young people belonging to minority ethnic groups who have become entangled with the criminal justice system. Alpa is currently working on a project that examines the relationship between guilty pleas and race.



Kimberley Wilson

Chartered Psychologist, Eating Disorder Specialist

Kimberley is a former finalist on the Great British Bake Off and an award-winning food producer with a degree in nutrition. She looks at the role food plays in our mental health, including our emotional relationship with food. Kimberley practises as a psychologist and has written several books on the relationship between food and health.

From the Diversity Leads

This Summer term, we have celebrated **Turkish Sovereignty Day**, which commemorates the rise of a new era in Türkiye after the fall of the Ottoman Empire in 1923. This day is also dedicated to children, who are the creators of the future.

We celebrated it together with students participating in Turkish dancing, an enjoyable way to appreciate the traditions.

We also celebrated the coronation of our King, which included the following house activities: a crown competition, a picnic decoration competition, and a coronation bunting competition.

Coming up soon:

On the week beginning July 3rd, we have a cultural week dedicated to **Latvia**. This week will feature many events and activities to look forward to, including a football match, a common sport in Latvia, where some of your favourite staff will compete against each other to win.

-Diversity Leads



Eid al-Adha - June 2023



At the time of writing, Muslims throughout the world are preparing to celebrate Eid al-Adha: the Feast of Sacrifice. It honours and commemorates the story of Abraham's willingness to sacrifice one of his sons at God's command. Due to Abraham's willingness to obey, God provided him with a lamb to sacrifice instead.

Ramadan 23 March-21 April 2023

Ramadan is the 9th month of the Islamic calendar and lasts either 29 or 30 days depending on moon sightings. This year in the UK, Ramadan began on Thursday 23rd March 2023 and ended on Friday 21st April 2023.

During Ramadan, Muslims fast from sunrise to sunset and dedicate time to praying and reading the Quran to become closer to Allah. It is one of the most special months in the Islamic calendar, given that it is believed to be the month in which the Quran was revealed to Prophet Muhammad (PBUH).

The end of Ramadan is marked by Eid-ul-Fitr, a celebration where Muslims dress in their finest clothes, give money to charity and spend time with their friends and family.

- Sofia M

What cultural or religious events have taken place over the last few months that are important to you/your friends?

Celebrating Latvian Culture 3-7 July

At the time of writing, we are about to embark upon a week of activities celebrating Latvian culture.

Staff v staff **football match** (Latvia's National Sport is Ice Hockey, but due to practical and safety reasons, football, another common sport in Latvia, was chosen).

'40 fun facts about Latvia's history and culture that will shock and amaze you' talk

Ligo - Latvian festival celebrating the summer solstice.

In Latvia, this day is a public holiday, with Ligo meaning "festival". At the summer solstice, the northern hemisphere is tilted at its maximum angle towards the sun, resulting in the maximum number of hours of daylight. Since ancient times, this midsummer day has been observed and celebrated by many cultures. In the agricultural calendar, it was a time to celebrate the sowing of the crops and enjoy the short break before harvest began. The day before Ligo is called 'Herbal day' (Zāļu diena), when people will gather up the flowers and plants that will be used to make bouquets and wreaths to be worn on Ligo.

Which events did you take part in or observe?

Student Advocacy



UPDATE AND OPPORTUNITIES

What is Student Advocacy?

The Student Advocates work to promote safety, wellbeing and an awareness of definitions and rights, particularly in relation to sexual harassment, gender violence and street safety.

They provide support and solidarity through focus groups, discussions and student led meetings. Going forward there is the scope to run specific campaigns/work to effect change within the community.

Student Advocates currently do a number of things:

- Run drop in sessions and information sessions;
- KS4&5 Advocates have been leading peer discussions in Y9 Pastoral sessions, alongside form tutors;
- Advocates promote White Ribbon Day;
- Run an Instagram account for Student Advocacy;
- Meet with other schools to discuss issues relating to sexism and sexual harassment;
- Produce communications to be shared with parents and staff;
- There is scope to widen these activities and add more!

How can I get involved?

If you would like to be involved in Student Advocacy here at school, please **look out for information regarding the next meeting** which will be sent to you via email or through tutors.

All Y9-13 students who want to advocate and make a difference are welcome!

We have some exciting opportunities coming up for Student Advocates in Ys 9-13, please read summaries below, and keep an eye on your emails for more info.

The Female Lead Collaboration

This is an opportunity for Y9-11s to work with charity *The Female Lead* in designing/adapting and testing their resources aimed at providing empowering educational resources, and helping them to elevate a range of female voices and experiences.

Bold Voice Ambassador Programme - training opportunity

This is an incredibly exciting opportunity for a small group of Year 12/13 students to undertake a 6 month programme of training with *Bold Voices* (8 workshops outside of school time), learning how to become an ambassador for change and how to effect change in your community. It will also involve two projects related to this and other training that will increase your confidence and skills.

Neurodiversity Awareness



Brain School

The main aim of the Brain School club is to raise awareness about neurodivergence by debunking myths and stereotypes about highly able neurodivergent individuals. Brain School has created a community that explores strategies adapted for highly able neurodivergent minds, such as revision methods and self-care routines.

Have you attended Brain School this year? If so, what did you learn?

Neurodiversity Week

Neurodiversity week was a student led week filled with activities in the foyer including puzzles, fidget toys, colouring and games. The week also included House games such as 'Walk a Mile', the 'Creative competition' Neurodiversity Week also included a Just Dance Session and students were also able to attend talks during lunch.

Which activities did you take part in?

Were there any tasks or ideas that you adopted as a result?

Neurodiversity Week	
Morning	Lunch
Monday	12:20pm R02 Talk <small>Neurodivergent Brains and Twice Exceptionality</small>
Tuesday	8:10am Sports Hall <small>Walk a mile challenge house competition</small>
	12:20pm P01 Ask Your Peers <small>ADHD, Autism and Dyslexia in Highly Able Girls</small>
	9am Main Hall <small>Parents Coffee Morning</small>
Friday	8:30am Form Rooms <small>Form Time Neurodiversity Kahoot</small>
	12:20pm P01 Shake it off <small>Just Dance Session</small>
Brain breaks - 5 minutes in 4th period	
Foyer: Puzzles, Colouring, Fidget Toys and lots of information!!!	



Staff Subject Champions



This was an activity that Ms Finch led where a member of staff in each subject department focused on raising awareness and/or understanding of the needs of neurodivergent learners.

For example: The Chemistry Department's 'Chemistry Classroom Sensory Audit' google form about thoughts on the atmosphere and displays in the science classrooms.

Can you think of any classrooms that help you learn? What sets them apart?

Neurodiversity Awareness



'Neurodiverse' or 'neurodivergent'?

While these terms are often used interchangeably, there is an important difference: humanity is neurodiverse (no two brains are the same), while individuals may be neurodivergent.

Why does it matter?

Diversity occurs within a group, i.e. there is variety within the group. Everyone is included under the umbrella of neurodiversity.

Neurodivergence refers to an individual and how they may vary from the 'norm' i.e. the majority experience or functioning. As a result, neuro-atypicality may be considered as divergence, as it differs from the majority's experience (e.g. within a society or community the majority are able to intuit someone's intentions without them stating them explicitly, for some this is not something that comes naturally and may lead to challenges that the majority don't face). Another example is 'giftedness' (i.e. high ability). It is a form of neurodivergence as it is in fact a neuro-atypicality with its strengths and challenges. Individuals who are gifted and have an additional neurodivergence (e.g. Dyslexia/ADHD) are referred to as twice exceptional.

By acknowledging that neurodiversity includes us all, but that neurodivergence presents specific challenges and strengths, we avoid creating a 'them' and 'us' mentality, while still acknowledging and (hopefully) addressing the experience of neurodivergent individuals when navigating systems and expectations based on the majority's needs and experiences.

-Ms Ranford

- Do you think it matters which word is used? Why/why not?
- Why is it important to acknowledge that all brains differ?

Student Survey

Ms Sami sent round the EDI student survey, which you will have completed during tutor time. The aim of this is to give all students a voice and an opportunity to be a part of positive change at the school.

Members of staff will review the data and identify what is working well for students in regards to EDI and areas where things could be improved or adapted.

You will receive details regarding what has been done and what has been planned as a result of the survey.



If you still haven't completed the survey, please scan the QR code to do so.

Women's Football - World Cup 2023



The England Women's football team has qualified into the Women's World Cup 2023!

The tournament is set to be hosted jointly by Australia and New Zealand, who beat Colombia to win the vote.

Venues include those which will be well known to rugby fans, such as Eden Park (Auckland), Suncorp Stadium (Brisbane), and Stadium Australia (Sydney).

The 2023 Women's World Cup will take place from July 20 to August 20, 2023, in the Southern Hemisphere's winter.



6

No. of times they have qualified

3

No. of times they have reached the quarter-finals

2

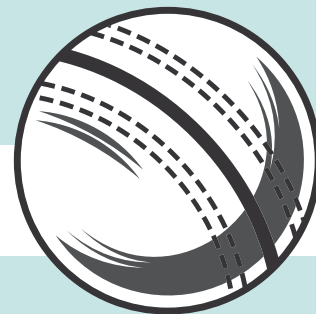
No. of times they have reached the semi-finals

In 2019 they lost to the eventual winners, USA.



Written & collated by Avni & Sofia

The Ashes - June & July 2023



For many people, June and July this summer means The Ashes – the highly competitive test cricket series played between England and Australia - that this year is taking place in England. Importantly, this summer, both the men's and the women's competitions are running concurrently. This is not the first time this has happened, but this year is arguably the first time that the two test series are being marketed alongside each other and with equal levels of enthusiasm.

The main TV advert, entitled 'Ashes, Two Ashes', features a split screen, moving between footage and commentary from the men's and women's games. Before the first test got underway, the two England captains – Heather Knight and Ben Stokes – were projected alongside each other onto Tower Bridge. The women's Ashes are also getting the TV coverage that they deserve and tickets for the matches are selling fast: at the time of writing, almost 75,000 tickets had been sold for the Women's Ashes, with at least one venue completely sold out.

As many of you will know, The Hundred, which takes place each summer, has ensured that the women's and men's games have benefited from increased, equal coverage. This has undoubtedly had a significant impact on engagement and the visibility of the women's game. The England and Wales Cricket Board have also made some strategic decisions that have helped with promotion, for example by scheduling matches at high profile venues including Lord's, the Oval, Edgbaston and Trent Bridge. Evening matches will also enable more people to attend.

The women's game now even has a proper trophy. Until 2013, women made do with a small wooden trophy, filled with the ashes left after a bat and a rule book were burned in a wok in the Harris Garden at Lord's in 1998. A new trophy was eventually created in 2013; a wooden ball mounted in the centre of a larger frame. Of course, the Ashes is not so much about the trophy as about the fierce rivalry between the two competing teams.

The women's Ashes is also about continuing to inspire young women to get involved in the sport. At our school, cricket continues to go from strength to strength, aided in no small part by the expertise of our staff, our external coaches and the excellent equipment we now have in the sports centre.

Fingers crossed for two England wins this summer!

-Ms Kilburn

ADDENDUM: Since I wrote this article, a report published by the Independent Commission for Equity in Cricket (ICEC) has found that racism, sexism and elitism are widespread in English and Welsh cricket. Despite the current profile of women's cricket, there is clearly a great deal more work to be done.

EDI in Literature



In May, Mrs Buzogany shared a Sway to highlight books related to Mental Health Awareness Week.

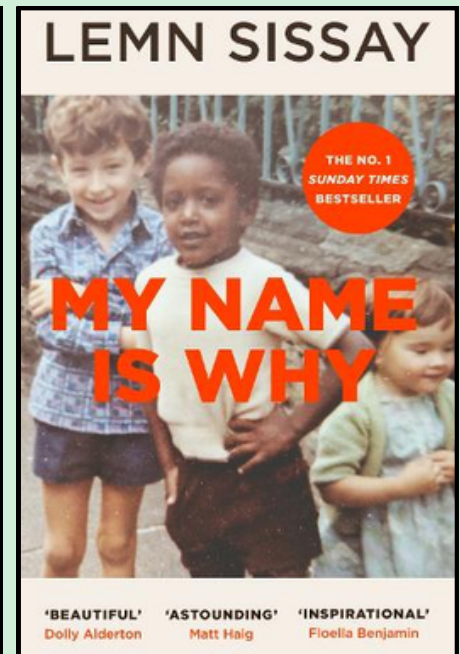


Submit an EDI book recommendation

Staff Recommendation:

I recently read Lemn Sissay's book 'My Name is Why'. It is about his life growing up in the care system in Wigan and trying to find his birth mother, who now lives in Ethiopia. He discusses his experiences of living in a foster home, living in care homes and also the racism he experienced in the 1970s. I found his story fascinating and one thing I particularly liked is how the book was structured. He writes his story by inputting the reports social services writes about him and then he describes what actually happened. It's really interesting to look at these differences in narrative and what struck me was how formal, and therefore cold, the reports are. It also showed me how much understanding of mental health has developed: a lot of Lemn's behaviour that the reports describe are clearly a boy/young man struggling to process his lack of family, loneliness and desire to have someone look after him.

-Mrs Harris



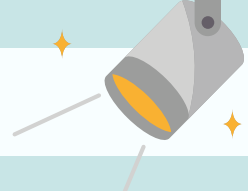
Student Recommendation:

'The Hate U Give' is a book about a girl called Star who lives in a poor neighbourhood, where she watches her best friend get shot and struggles with the guilt of not revealing her identity to the public and talking about what she saw.

- Emily (Y7)

Winner of the Waterstones Children's Book Prize 2018, the CILIP Carnegie Amnesty Honour and joint winner of the Children's category of the British Book Awards.



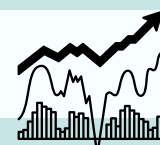


Improving EDI in Biology

This year the Biology department have been working on improving the Equality, Diversity and Inclusion within their resources and practice. They have been working alongside Paul Miller and his team of researchers from Greenwich University to assess how inclusive their practice is and ways that they can improve it. Within this project, the Biology department have adapted their teaching resources to reflect more perspectives and contributions of people from multiple cultures and backgrounds, diversified their reading lists, and have exposed their students to more global influences on their subject discipline. They have also increased the ways that students can develop their critical thinking when engaging with global perspectives of biological issues and become more aware, active citizens in these areas.

Biology teachers have been discussing ways that they can be more aware of their own hidden curriculum (these are the unintentional, unwritten messages and values that they might be passing to students within their lessons) and the normative disciplinary attitudes that the biology sector may hold within its research and curriculum.

They have adapted a lot of their teaching resources so as to be more diverse and teach students about examples of scientific bias in the data scientists have always relied on.



Women in STEM - Economics

Four Year 12 students collected their prize at the GAIN Awards ceremony at Mondrian Investment Bank, London.

GAIN, meaning Girls are Investors, is an organisation working to increase the representation of women in investment banking which currently stands at a staggeringly low 9%.

The team **won** the GAIN Investment Challenge, a competition for 6th form students, which required them to write a report on a company, produce a video and judge whether it would be better to buy, hold or sell their stock. Their company, Britivic, is a UK based drinks company and after thorough analysis, they recommended investors buy.

Thank you to Mr Bignell for supporting this opportunity, and congratulations to the students!





Department Spotlight: A Level Drama

As part of the A Level in Drama students must learn how to create and develop original devised ideas to communicate meaning as part of the theatre making process.

This year, Year 13 students were inspired to create their final devised performance after researching British Culture. This interest was piqued by events occurring at the time of their devising journey. The Queen's Jubilee was being celebrated at the time and this prompted them to do further research into British history. They discovered that British culture had many influences from other cultures, due to the Commonwealth and colonisation, and this inspired them to centre their research around cultural identity in Britain.

It seemed the topic of cultural identity was made more poignant by political events such as Brexit, Priti Patel's immigration policies and more recently the flights to Rwanda. This raised the question of what it meant to be 'truly British'. As both students are both from immigrant families they were able to draw from their own personal experiences allowing for more meaningful and in-depth characters and storylines to be developed.

They were influenced by The Paper Birds, a practitioner known for incorporating real-life experiences into their productions. The students conducted research by reading news articles, watching interviews, and collecting responses from a survey they created. They explored different viewpoints on Britishness, including extreme views, not belonging, and acceptance. The students also studied the work of The Paper Birds, particularly their productions "Mobile" and "In a Thousand Pieces". They learnt from the practitioners' use of multimedia, verbatim script, and movement pieces. Inspired by these techniques, the students used projected backgrounds, choreographed movement sequences, and multi-roling to portray different perspectives and emotions. They incorporated props and set transitions to symbolise stages in the character's life and utilised vocal skills and facial expressions to enhance the performance.

The final performance combined verbatim, poems, monologues, abstract movement, and multimedia elements to explore cultural identity in Britain. The students aimed to challenge preconceptions, raise questions, and encourage dialogue among the audience. Whilst the final performance aligned with the initial aims, the students realised the potential for confusion when two actors played the same character. However, they adapted by employing a motif, inspired by The Paper Birds' approach, to provide continuity and symbolism throughout the piece. Ultimately, the students created a poignant performance that explores cultural identity, challenges stereotypes, and encourages reflection on what it means to be 'truly British'.

-Ms Smith

- What do you find most interesting about the techniques used in Drama to convey identity and culture?
- How were the students able to utilise things beyond the dialogue to create empathy and depict vulnerability?
- How do The Arts help us to understand the experiences of others?

EDI NEWSLETTER ACTIVITY



Select a section/sections of the EDI newsletter to read or research further as a tutor group



Discuss the reflection questions within the newsletter AND/OR consider



these questions on your own:



Nominate one person to share the group's thoughts



Send your reflections via the google form

What was the gist of the section you read?

How did it make you feel a) personally and b) about society?

What positive messages did you notice?

Is there anything in the section you read that could help us learn how to create a more inclusive society?

Have you been inspired to do anything as a result of reading the EDI newsletter?

CLICK HERE



<https://forms.gle/tEN4Kb7QbuHhqcik8>