

# Support young people to change the world: a whole-school approach to equity and inclusion



By working together, students, staff, senior leaders and those in governance, as well as parents, carers and the wider community, all have a vital role to play to make sure that young people don't face barriers to reaching their full potential.

## Where is change needed?

As you explore and research your setting, use data and insights (both formal and informal) to focus activity. These areas of school life are a good way to structure your thinking. Benchmark, plan activity, and track progress.

- **Personal Practice**  
Supporting educators to reflect.
- **Curriculum and Learning**  
Ensuring materials and content promote diverse voices.
- **Internal and external communications**  
In school, and with external contacts.
- **Community engagement**  
Engagement with parents, carers and the wider community.
- **Listening to young people**  
Putting young people's voices at the heart of change.
- **Progression, choices and jobs**  
Keeping doors open to future pathways.

## How can I promote whole-school change?

Become an agent for change by paying attention to your thought process, interactions with young people and colleagues, and any unconscious biases you or others may have.

**01 Step 1: Acknowledgement and acceptance**

We are bombarded with stereotypes and various prejudices from an early age. Once noticed you begin to see how these influence how we all experience the world.

**02 Step 2: Be mindful**

You note how interactions and decisions may be affected and take positive action to address biases and unhelpful behaviours.

**03 Step 3: Strengthen policies and procedures**

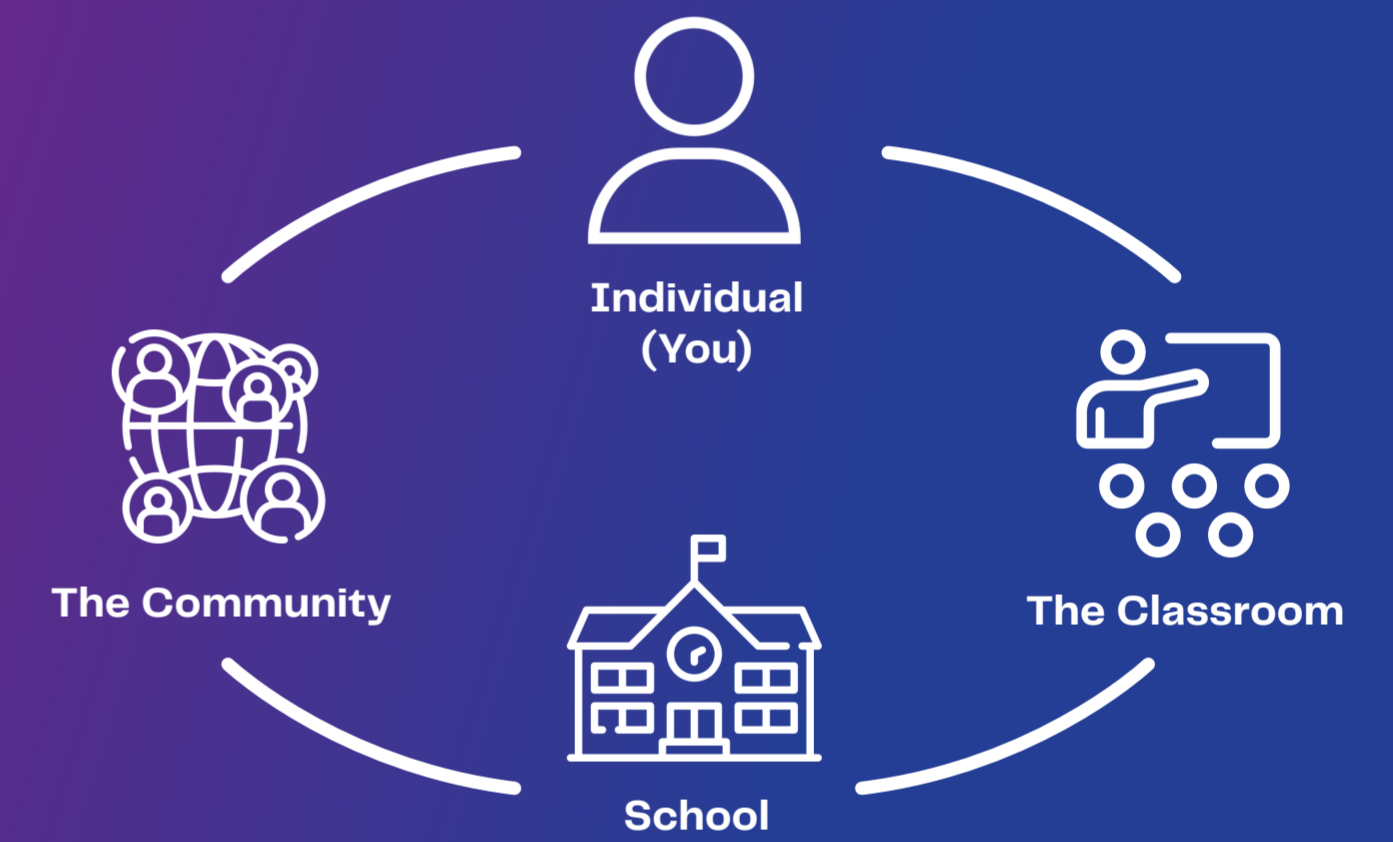
Advocate for policies and practices that promote equity in day-to-day practice, from your interactions with students to curricula.

**04 Step 4: Staying informed becomes the norm**

You and colleagues are constantly aware of the impact of inequity. Its impacts are openly discussed, and you are confident giving and receiving advice when improvements can be made.

## The scale of change

Inequality in education is complex. That's why a whole-school approach is needed so that everyone is playing their part in making change over time.



**1/4** Only 1 in 4 post-16 physics students are girls, while less than a quarter of English literature students are boys.\*

**7** Early years providers and primary schools have a crucial role to play, as research shows that children are already significantly impacted by stereotypes from age 7 and believe certain pathways aren't for them.\*\*

**95%** 95% of young Black people hear racist language or witness racism in schools.\*\*\*

**Bar chart icon** The disadvantage gap in education is at its highest point since 2012.\*\*\*\*

\*You'll find these facts in the Limit Less schools reports. They represent averages from across the UK and Ireland, taken from data published by the relevant bodies for A-Levels, Scottish Highers and the Leaving Certificate. You can find these reports at: [iop.org/WholeSchool](http://iop.org/WholeSchool)

\*\*\* Young and black, 2020. Read more at: [ymca.org.uk/wp-content/uploads/2020/10/ymca-young-and-black.pdf](http://ymca.org.uk/wp-content/uploads/2020/10/ymca-young-and-black.pdf)

\*\*\*\* The FEA Report Card, 2022. Read more: [faireducation.org.uk/report-card-2022](http://faireducation.org.uk/report-card-2022)

\*\*Drawing the Future survey, Education and Employers, 2018. Read more at: [educationandemployers.org/drawing-the-future-report-published](http://educationandemployers.org/drawing-the-future-report-published)