

Equality, Diversity and Inclusion Checklist

Personal Conduct
Ensure that you know the correct words to use to be able to discuss issues of equality and identity
Avoid jokes which target aspects of people's identity
Be aware of the harmful impact of stereotypes and assumptions
Reflect on your perceptions of different groups
Have high expectations of all young people
Be aware that cultural differences may impact on body language and classroom interactions
Be aware that no-one comes to the classroom from a culturally neutral background - value difference

Supporting learners
Find out how learners prefer to be addressed and how to pronounce their names
Find out individual learning and personal needs
Provide opportunities for learners from different backgrounds to interact and learn together
Make reasonable adjustments to ensure the full inclusion of learners with disabilities
Work with learners to create ground rules for the classroom
Effectively challenge prejudicial attitudes and behaviours
Ensure that all learners know that if they have a worry or concern they can speak with you
Celebrate learners' home languages

Resources
Provide opportunities for learners to encounter a wide variety of role models, including those who do not conform to stereotypes and those who the young people do not regularly encounter in the local community
Celebrate the contributions of people from a wide variety of backgrounds
Monitor resources for stereotypes and assumptions
Explore alternative ways to deliver material to make it inclusive and accessible to learners

Room Setup
Ensure that resources reflect people from a wide range of different groups, families and backgrounds
Make sure that all learners can see you and vice-versa
Minimise distractions
Ensure that there is enough space between chairs and tables for learners to move around easily
Ensure that learners with physical disabilities are included in the main teaching and learning area of the classroom – not sat separately on a table away from other pupils, for example.