Equal Opportunities Annual Report

Autumn 2022

Hillview School for Girls has a strong belief in the value of our community and the benefits of collaboration and partnership to support every individual to achieve their pure potential. The school aims to:

• To provide fair and enriching opportunities for all members of our community

• To promote diversity within society and acceptance of all members of society

• To celebrate our individuality

• To educate and develop positive attitudes and celebrate the differences within society and what makes each of us unique.

• To help ensure that discrimination does not occur within our community

• To ensure no one is disadvantaged because of their age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

• To respond rapidly and fairly where (in an extremely rare event) discrimination/verbal or physical abuse are against a member of the Hillview community in relation to the protected characteristics.

• Set out the process that supports reporting in a way that does not further disadvantage

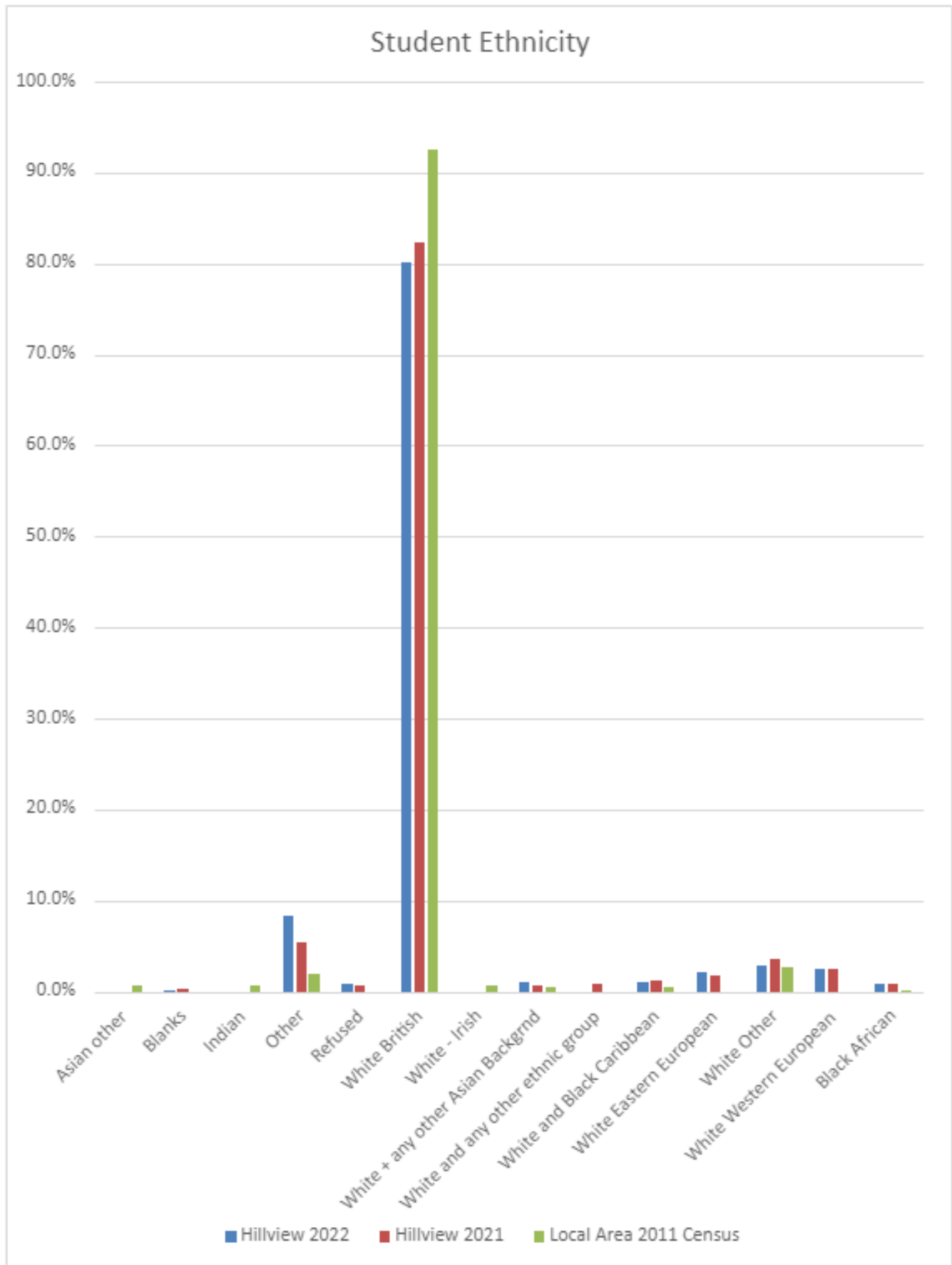• Set out commonly accepted terminology to avoid causing offence

This annual report aims to evaluate how well the school is meeting these aims.

Content

The Hillview community – Demographics and diversity

Student community

Student Ethnicity

STUDENT DEMOGRAPHIC

	2022		2021		Tonbridge & Malling (2011 Census)**
	Total				
	1523		1418		

ETHNICITY					
Afghan	2	0.1%	1	0.1%	
Albanian	1	0.1%	1	0.1%	
Any other Black background	2	0.1%	3	0.2%	
Arab			1	0.1%	0.1%
Asian and any other ethnic group	2	0.1%	2	0.1%	0.6%
Bangladeshi	2	0.1%	4	0.3%	0.2%
Black - African	13	0.9%	13	0.9%	0.2%
Black and any other ethnic group	1	0.1%	1	0.1%	0.2%
Blanks	2	0.1%	4	0.3%	
Chinese	10	0.7%	4	0.3%	0.4%
Filipino	2	0.1%	2	0.1%	
Greek Cypriot	1	0.1%	3	0.2%	
Gypsy	1	0.1%	1	0.1%	
Gypsy/Roma	5	0.3%	2	0.1%	0.3%
Indian	6	0.4%	6	0.4%	0.6%
Information Not Yet Obtained	31	2.0%	3	0.2%	
Kurdish	2	0.1%	2	0.1%	
Latin/South/Central American	2	0.1%	3	0.2%	
Lebanese	1	0.1%	1	0.1%	
Nepali	3	0.2%	2	0.1%	
Other					0.2%
Other mixed background	4	0.3%	4	0.3%	0.3%
Other White British	14	0.9%	8	0.6%	
Pakistani	1	0.1%	1	0.1%	0.1%
Portuguese	3	0.2%	1	0.1%	
Refused	14	0.9%	9	0.6%	
Sri Lankan Sinhalese			1	0.1%	
Thai	1	0.1%	1	0.1%	
Traveller of Irish heritage			1	0.1%	
Turkish	3	0.2%	3	0.2%	
Turkish Cypriot	2	0.1%	2	0.1%	
White - British	34	2.2%			92.43% (White British)
White - Cornish	4	0.3%	4	0.3%	
White - English	1176	77.2%	1155	81.5%	

White - Scottish	4	0.3%	5	0.4%	
White - Irish	3	0.2%			0.6%
White - Welsh	1	0.1%	1	0.1%	
White+any other Asian Background	16	1.1%	10	0.7%	0.6%
White and any other ethnic group	8	0.5%	13	0.9%	
White and Asian	1	0.1%			
White and Black African	5	0.3%	6	0.4%	0.2%
White and Black Caribbean	16	1.1%	17	1.2%	0.4%
White and Indian	9	0.6%	8	0.6%	
White Eastern European	32	2.1%	25	1.8%	
White European	3	0.2%			
White Other	42	2.8%	50	3.5%	2.6%
White Western European	38	2.5%	34	2.4%	

NATIONALITY				
Australia	2	0.1%	3	0.2%
Bangladesh			3	0.2%
Belgium	2	0.1%	2	0.1%
Bulgaria	3	0.2%	3	0.2%
Denmark			1	0.1%
France	2	0.1%	2	0.1%
Germany			1	0.1%
Ghana	1	0.1%	1	0.1%
Greece			1	0.1%
India			1	0.1%
Ireland	1	0.1%	3	0.2%
Italy	1	0.1%	1	0.1%
Nepal	3	0.2%	3	0.2%
Not yet obtained			32	2.3%
Phillippines	1	0.1%	2	0.1%
Poland	1	0.1%	3	0.2%
Portugal	1	0.1%	1	0.1%
Refused	2	0.1%	3	0.2%
Senegal	1	0.1%	1	0.1%
South Africa	2	0.1%	4	0.3%
Spain			1	0.1%
Sweden			1	0.1%
Syria			1	0.1%
United Kingdom	542	35.6%	747	52.7%
United Kingdom & other	8	0.5%	1	0.1%
Blank	950	62.4%	596	42.0%

GENDER				
Female	1457	95.7%	1365	96.3%
Male	66	4.3%	53	3.7%

SEN				
SEN Status	186	12.2%	155	10.9%

Sixth Form

STUDENT DEMOGRAPHIC

	2022	2021	2022	2021
	Y13		Y13 Leadership Team	
	144	159	14	12

ETHNICITY								
Asian and any other ethnic group								
Bangladeshi	1	0.7%	2	1.3%				
Black - African	1	0.7%	1	0.6%			1	8.3%
Chinese	1	0.7%						
Greek Cypriot			1	0.6%				
Gypsy/Roma	1	0.7%						
Indian	1	0.7%	2	1.3%			1	8.3%
Nepali	1	0.7%						
Other mixed background	1	0.7%						
Other White British	1	0.7%			1	7.1%		
Refused	1	0.7%	1	0.6%				
Sri Lankan Sinhalese			1	0.6%				
White - English	115	79.9%	131	82.4%	9	64.3%	9	75.0%
White - Scottish	2	1.4%	1	0.6%				
White+any other Asian Background	3	2.1%			1	7.1%		
White and any other ethnic group			1	0.6%			1	8.3%
White and Black African			2	1.3%				
White and Black Caribbean	1	0.7%	2	1.3%				
White and Indian	1	0.7%	1	0.6%				
White Eastern European	2	1.4%	1	0.6%				
White Other	5	3.5%	8	5.0%	1	7.1%		
White Western European	6	4.2%	4	2.5%	2	14.3%		

NATIONALITY

Nationality	Count	%	Count	%	Count	%	Count	%
Bangladesh			2	1.3%				
Denmark			1	0.6%				
India			1	0.6%				
Ireland	1	0.69%						
Nepal	1	0.69%						
Senegal	1	0.69%						
South Africa	2	1.39%	1	0.6%				
Sweden			1	0.6%				
United Kingdom	110	76.39%	136	85.5%	12	85.7%	10	83.3%
United Kingdom & other	6	4.17%			2	14.3%		
Blank	23	15.97%	17	10.7%			2	16.7%

GENDER

Gender	Count	%	Count	%	Count	%	Count	%
Female	127	88.2%	135	84.9%	14	100.0%	11	91.7%
Male	17	11.8%	24	15.1%			1	8.3%

SEN

SEN	Count	%	Count	%				
SEN Status	10	6.9%	6	3.8%				

A number students in the Sixth Form and the lower school identify as being of a different gender although none have had their gender formally reassigned.

Disability

For the purpose of this summary, a disability is defined as: an impairment that has a substantial and long-term negative effect on your ability to do normal daily activities. Substantial: is more than minor or trivial e.g. it takes longer than it usually would to complete a daily task like getting dressed.

Year Group	Total Students		Students with Disability				Status				identified			
	2022	2021	2022		2021		2022		2021		2022		2021	
Whole School**	1523	1428	90	0.00%	85	6.00%	35	0.00%	82	5.70%	55	0.00%	3	0.20%
Y7	237	215	12			0.00%	4			0.00%	8			0.00%
Y8	227	229	12	0.00%	20	8.70%	8	0.00%	19	8.30%	4	0.00%	1	0.40%
Y9	230	221	18	0.00%	21	9.50%	6	0.00%	20	9.00%	12	0.00%	1	0.50%
Y10	221	227	19	0.00%	23	10.10%	4	0.00%	23	10.10%	15	0.00%	0	0.00%
Y11	231	172	10	0.00%	11	6.40%	6	0.00%	11	6.40%	4	0.00%	0	0.00%
Y12	216	159	8	0.00%	5	3.10%	4	0.00%	5	3.10%	4	0.00%	0	0.00%
Y13	144	158	11	0.00%	5	3.20%	3	0.00%	4	2.50%	8	0.00%	1	0.60%

** Total includes The View & VP students

Staff community

STAFF DEMOGRAPHIC	Whole Staff				MLs & TLR holders				SLT				Tonbridge & Malling (2011 Census)**
	2022		2021		2022		2021		2022		2021		
	161		171		24		22		9		9		
GENDER													
Female	142	88.2%	147	86.0%	18	75.0%	18	82%	9	100.0%	7	78%	
Male	19	11.8%	24	14.0%	6	25.0%	4	18%	0	0.0%	2	22%	
ETHNICITY													
Any other ethnic background	4	2.5%	2	1.2%		0.0%		0%		0.0%		0%	1.5%
Asian or Asian British, Any other Asian Background	4	2.5%	3	1.8%		0.0%		0%		0.0%		0%	0.6%
Asian or Asian British, Bangladeshi		0.0%	1	0.6%		0.0%		0%		0.0%		0%	0.2%
Asian or Asian British, Indian	4	2.5%	2	1.2%		0.0%		0%		0.0%		0%	0.6%
Black or Black British, Any other Black background	2	1.2%	1	0.6%		0.0%		0%		0.0%		0%	
Black or Black British, Caribbean	5	3.1%	2	1.2%	2	8.3%	1	5%		0.0%	1	11%	0.4%
Blank		0.0%	4	2.3%		0.0%		0%		0.0%		0%	
Not Obtained		0.0%	2	1.2%		0.0%		0%		0.0%		0%	
White, any other White Background	15	9.3%	14	8.2%	5	20.8%	4	18%	1	11.1%	1	11%	4.3%
White, British	127	78.9%	140	81.9%	17	70.8%	17	77%	8	88.9%	7	78%	92.4%
Average age of Hillview staff	42		42.57		41		41.86		46		47.11		
Number of staff with a disability	6		5										

**https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/national-and-regional-populations/regional-ethnic-diversity/latest

From England & Wales 2011 Census

Equality and diversity promotion in the curriculum

Although diversity and equality are values promoted across the curriculum as part of the Hillivew's 4 Is, some areas of the curriculum deal more substantially with the understanding and development of these values.

English
The English Department explicitly reviewed their curriculum in the previous academic year and have now built on this with further amendments for 2021 onwards.

This, for the most part, means moving beyond the tendency to only cover literature/non-fiction writing by white, male authors (although this is less possible at GCSE and A Level due to the list of set texts.)

Following the recent review, the department now covers the following content:

Year 7
- A unit on poetry from different time periods and countries, now including texts on equality issues such as the civil rights movement.
- One-week focus on the immigrant experience, where students are asked to empathise with and imagine this.
- Our 'detective fiction' unit centres around a key text by an Indian author, set in India, and requires teaching of the context.
- We have a new myths, legends and fairy tales unit with an emphasis on traditional tales from around the world (e.g. the Maori and Fulani creation myths are studied, as a balance to the more traditional focus on Greek and Roman mythology)

Year 8
- Study for one term on poetry from different cultures, which includes poems which look at why language matters in issues of diversity/equality (e.g. one poem explores why 'half caste' is offensive.)
- Students also spend one term on the autobiography of Malala Yousafzai, focusing on her cultural background and her campaign for education for girls.

Year 9
- The 'Women's Lives' non-fiction unit has been changed to 'Women's Voices', in which diverse experiences and viewpoints are the emphasis - e.g. the central text studied is a feminist text from the point of view of a Nigerian writer.

GCSE
Edexcel have recently introduced a new, more diverse anthology called 'Belonging', explicitly in response to criticism of the lack of diversity in set texts. The English Department opted to switch to this.

A Level
Students of English Literature study 'Othello', including detailed exploration of its context; a key part of this is exploration of the issues of racism and sexism.

Students on the Language and Literature course study an anthology of non-fiction texts, including texts dealing with the rights of disabled people, changing attitudes to homosexuality

and the issue of racial segregation and discrimination. We have this year changed drama text from Shakespeare to 'A Raisin in the Sun', which centres around the era of the civil rights movement in the USA.

Science
Within the Biology curriculum, students look at the history of genetics and how inheritance of characteristics works, as well as the theory of evolution and how we have come to be who we are today. Genetic modification is considered from the point of both the methods in order to carry it out, as well as the ethics behind it. In addition, the use of stem cells as possible treatments for genetic disorders and paralysis is covered.
Additionally, the science department always endeavours to use examples of past and current scientific discoveries by scientists from different areas of society to counterbalance the majority of the set curriculum, which is based around the work of white middle-class males. The science team always promotes that Science is for everyone and that creativity and individuality can be important in this field.
In KS3, for each topic, students are shown links to careers to the topic, which also demonstrate lots of diversity.
Many of the questions that we use from exam papers have diversity built into them.

RE
By its very nature the teaching of Religious Studies is all about focusing on diversity of opinion, culture and how that has an effect on society. The RE department ensures that all of the students feel confident and supported to develop their own, informed opinion on a range of ethical and religious issues; it is very clear in RE teaching that, within reason, any idea or opinion is worthy and should be listened to and considered. Where there is difference of opinion, students engage with each other in classroom discussion to develop their reasons as to why they hold the opinion and why someone else holds a different opinion.

All major world religions are covered by the middle of Year 8 alongside non-religious belief systems such as Humanism. Students are encouraged to engage with the ideas from the religion and to consider how these principles may apply to their own life, even as a non-adherent or as an atheist. Students then follow a program of philosophical and ethical thought throughout the remainder of Year 8 and 9. Primarily this is through a lens of Christianity as this is the religious construct most relevant to the students, but other religious concepts are clearly addressed to provide a contrast to the students' own experience. Topics are deliberately challenging and thought provoking as this is the world that students will be making their way into when they leave Hillview. The RE department regularly uses relevant speakers and videos to assist with this, for example, conducting a virtual talk with a Humanist with the Year 9 students.

From their first Religious Studies lesson in the school the students are taught that this is an academic subject rather than faith or instruction based, all belief systems are considered, analysed and evaluated.

History
The following topics on diversity are embedded into History/Ancient and Classics curriculum. The GCSE topic of migration focuses upon the racism that followed the many cultural movements during and after the collapse of the British Empire. Topics include Highland clearances, Jewish migration, the effect upon Native Americans during the colonisation of

America and the Windrush. Students often have an "artificial view" of what racism and discrimination looks like across history and so the Migration topic is designed to help overcome this, particularly when looking at the treatment of native Americans by colonials and the British Raj of India. It has also enabled students to challenge their preconceptions of migrants today and links to current affairs. This also helps students understand that Britain's roots are founded on migration in history. To embed these messages, the topic of the Raj has been added to the Year 8 SOW.

KS3 covers topics such as Norman conquest, Empire, Slavery and the Industrial revolution to explore Britain's darker past and the cultural changes that have been made to it. Industrial revolution explores poverty and the treatment of poor working class in the mills. Empire and slavery explore the controversial figures of Britain's history and how it was built upon such negative foundations. An emphasis has been placed on looking at the multicultural aspects of the British army at Monte Cassino as well as the choices individuals make in history and why, with topics like France in 1941-1944. Year 9 will be exploring the changing role of Women in Ancient History and 19th Century Britain which is new this year.

We naturally incorporate the Holocaust into our curriculum alongside RE. When appropriate and practical, Holocaust survivors have been invited into the school to share their experiences.

In ancient history, students cover lots of topics that link to diversity and discrimination. In the Cleopatra topic, for instance, all our sources are xenophobic and students are invited to explore Roman attitudes to foreign people, especially women. When covering the Persian Empire, students look at the treatment of different cultures within the first-ever empire in history. Students learn how multi-cultural the empire was and how accommodating, tolerant and inclusive the Persians were to other cultures they conquered. They also explore how history is written and why cultures later have an influence upon people's views.

At A-Level, Witchcraft has been incorporated as a case study for the NEA to investigate social issues around the 16th and 17th Centuries. Classics students have an entire topic dedicated to identity with the "invention of the barbarian" that explores where the "them and us" culture comes from. Students have found with great interest that the culture we take such pride in originating from (Civilized Greece) is a falsehood. They learn how prejudice and discrimination were bought to us by the same people who gave us democracy and philosophy, whilst the stereotypical evil Persian empire was inclusive and diverse.

Geography

The Geography curriculum at Hillview offers numerous opportunities for students to learn about different places around the world, therefore learning about different societies and cultures.

In Year 7, students look closely at their place in the world and develop a greater understanding of continents and cultures from around the world. In addition, we look at how Globalisation has changed the world and get students to identify their connections to the rest of the world, while looking at China and its role played in Globalisation and the impacts that came with it.
 In Year 8, students get the opportunity to 'design your own country' which allows them to think about all the elements that make a country, from the political, economic, human and

physical features; students look at examples of countries from around the world for inspiration.
In Year 9, students study the continent of Africa and look closely at perceptions of the continent and issues experienced in different countries, therefore gaining a deeper knowledge and understanding of different societies around the world.

The Geography department run a geography club for KS3 which looks at Geography in the news (natural hazards and human issues) and work closely with the Science department on the running of Eco club and working with the ambassadors from each mentor group.

Languages

"Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world"[1]. At Hillview, all students study 2 languages in Year 7 and have the opportunity to also take 2 languages at GCSE and A Level. Teaching languages naturally goes beyond linguistic competences and seeks to develop in leaners an understanding of the world around them, an appreciation and tolerance of the diversity of the people of the world, and to encourage global citizenship. This is done through open discussions about cultural differences or by ensuring that students are exposed to teaching materials that present cultural differences as factual.

Social Sciences

Sociology incorporates the learning of intersectionality of society. Key themes throughout the A Level course are class, age, gender and ethnicity. Students debate misconceptions, stereotypes and discrimination, using sociological evidence to support their opinions and to challenge labelling based on such factors. In Sociology, students are encouraged to be inquisitive and to challenge viewpoints, creating a safe and supportive environment to discuss sensitive topics, including current affairs that directly rate to inclusivity of society.

In Psychology, the topic of Psychopathology is particularly relevant to supporting diversity. It covers areas such as Schizophrenia, Anxiety and OCD for example. These topics emphasise the idea that the research carried out into these areas should allow for real world application, and how the government can use them to ensure workplaces allow people with these conditions inclusivity and equality based on the policies and procedures they put in place.
The Issues and Debates section of the course requires all students to consider gender bias, age bias and cultural bias - including ethnocentrism and cultural relativity. This gives students the chance to challenge those outdated, westernised, white, male areas.

Additionally, the specification states that students are expected to 'demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues.' This allows teachers to be flexible, as some of the topic areas do not explicitly specify which studies should be delivered: thus, there are opportunities within the specification to include research from a BAME background.

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[1]
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239083/SECONDARY_national_curriculum_-_Languages.pdf

Overall, the discussion opportunities within lessons give students the chance to challenge some of the research/theories and to be more objective in their views.
AQA is currently looking at the Psychology course and how they can promote more equality and diversity within the subject.

In both Childcare and Health and Social Care, required topics are focused on diversity and inclusion
Level 2 Childcare has a unit dedicated to the understanding of "individual needs and the necessity for fairness and inclusive practice".

Level 3 Childcare students cover the following units: Understanding children's additional needs, Understand inclusive practice and Understand the role of early intervention, all promoting inclusivity.

Level 2 Health and Social Care students study a unit on understanding how to support individuals to maintain their rights and understanding the importance of the values of care and how they are applied.

Level 3 Health and Social Care students cover a unit about "meeting individual care and support needs", actively looking at promoting equality, diversity and preventing discrimination.

Students understand the terminology linked to diversity and inclusivity but most importantly can apply the principles in health and social care contexts, considering examples they might have seen at their work placement (for 6th formers) or applying them to real life. Students are able also to consider anti-discrimination practices that settings employ to reduce inequality and at they are able to evaluate whether they are successful. In lessons, a range of case studies, videos, real life examples as well as modern films such as 'Dont Take my Baby' and 'Rory O'Shea was here' are used to support the students' application of this knowledge.   Students are taught about appropriate legislation and regulations that would apply (Equality Act), as well as how settings create policies based upon these regulations to best suit the needs of their service users and staff.

Music

The music department has a diverse curriculum which explores and celebrates music from a range of cultures including African countries such as Gambia and Egypt, British folk music & Minimalism. Students look at how this music shares certain features and how composers are influenced and inspired by it.

Students are also asked to:
- be reflective about their work and the work of others offering imaginative and creative responses.
- show an awareness of their use of language and subjects in lyric writing.
- understand that to be successful they need to work collaboratively and are able to offer reasoned views.
- experience and respect music from adverse range of influences and cultures.

Music practice rooms also have posters from successful female music icons to inspire and motivate and the department has tried to ensure that the students can see someone that represents them. All students are encouraged to share their musical interests and use these influences in their work and share their passions with others.

Dance

The KS3 curriculum is designed to offer breadth of Dance genres and styles e.g. Urban, Contemporary and Musical Theatre. The GCSE Dance syllabus provides the opportunity for students to study 6 varied professional works including a range of dance styles and companies (including StopGap - a combination of able and disabled dancers).At GCSE and A Level, students are provided with the opportunity to choreograph a piece using their own choreographic intent and choice of movement style.

At A level, students explore the independent contemporary dance scene, inclusive of a wide range of practitioners, most of which respond to social identity through their work. For example, Matthew Bourne breaks stereotypes and explores sexuality in Swan Lake.
In Dance Club and Company, students explore a wide variety of stimuli when creating work (including social and political). All Dance performances celebrate students' individual strengths.

During theatre visits, students are provided with the opportunity to appreciate professional dance and the unique and varied choreographic aims and responses
The biennial NYC trip also the opportunity for students to meet practitioners working in the dance industry and encounter various companies/styles.

Drama

Drama explores the experiences of a range of people from all walks of life so that students can empathise with their situation. This is explored in Drama at HSG in a number of ways. Some examples are:

- Year 7 students explore an African script when looking at text work. They explore storytelling, considering how this can be communicated in several ways.
- Year 8 students explore the historic events surrounding the Titanic, and the play Our Day Out, considering the treatment of different classes. Additionally, they study various forms of protest, including women's rights and racism.
- Year 9 students learn about gangs and riots, prejudice and negative stereotypes. When practically exploring the Crucible, they consider how it feels to be judged and targeted. Year 9 students experience a performance by DV8, watching the disabled dancer David Toole and empathising with his life challenges.
- Year 10 students study a play called Girls Like That where they explore how frequently females experience negative comments. Additionally, they are given a stimulus which inspires performances based on themes of their own choice, including body image, mental health, sexism to name but a few.
- Year 11 and 13 students learn monologues, duologues and group pieces that explore a range of issues and themes.
- Year 12 students work from stimulus text, which includes a transgender man explaining his pain to his family. This has inspired the students to look at mental health, LGBT Community, identity and what makes us individuals.
- Sixth Form study a play text called Fences, which looks at the black community in the 1950s and opportunities denied purely due to ethnicity. For GCSE and A Level, students are given the opportunity to either perform or design, working with Drama teachers and our technician to develop their skills.

Visual Arts

At Hillview the Art & Design Faculty strive to teach all students to understand and embrace equality, diversity and multiculturalism whilst challenging negative or stereotypical views. Teaching focuses on a wide range of artists, designers, themes and relevant news topics as well as gallery and exhibition visits to enable students to both gain knowledge of and respect equality. Teaching strives to ensure students are both treated, and treat others, in a fair and respectful manner no matter their race, gender, age, disability, religion or sexual orientation. Students are encouraged to embrace and celebrate individual characteristics that make themselves and others unique. The Art & Design faculty ensures all students have equal opportunities to make positive progress within their learning.
Examples of practice throughout the department:

- celebrating individual achievement through exhibitions and the fashion show
- celebrating personal identity through schemes of work that enable individual expression and the exploration of personal themes
- supporting & encouraging students to make authentic engagement with ideas & concepts that matter to them
- through promoting the ideas and concepts of BAME (Black, Asian, Minority Ethnic) artists and designers in our schemes of work
- using a large percentage of female artist and designers to promote female empowerment and active participation in the arts rather than as consumers of the subject of art & design
- in the recent past, visiting female artists and designers such as Chrys Allen, Nina Dunn and Cathy Sandys
- college visits and presentations from
- colleges such as UAL, UCA, East Sussex College and West Kent College so that students are informed about the range of creative opportunities available to them
- adaptive SOWs are inclusive for all students and approaches to teaching are adapted to support individual needs

PDL

PDL champions diversity across the curriculum at KS3, 4 and 5. Topics such as Values, British Values, Teamwork, Charity, Politics and Government, Human Rights, Sexuality, Feminism, Pressure Groups allow students to develop tolerance and acceptance of diversity in many different forms: race, religion, personal beliefs, political standpoints, sexuality and culture. The need to develop personal identity is a pretty constant theme that allows students to join the Sex and Relationships Curriculum (where identity is specifically developed) to careers, where students develop the skills to present this identity to the outside world through academic or employment opportunities. Lessons are explicitly designed to encourage discussion that is safe and respectful, building the positive attitudes that underpin a diverse and healthy community/society.

Assemblies
All assemblies are based around the British Values and incorporate themes on spiritual, moral, social and cultural development and as such are underpinned by the principles of

diversity and inclusivity. Furthermore, some assemblies explicitly address some of the issues around diversity and equality. They are:

- Culture: Establishing a greater curiosity of different cultures.
- Inter faith week: Every student is able to recognise the benefits of different faiths working together.
- Charity – Uganda: Every student is aware of how our community supports the Kabubbu community
- International Women's Day: Students are able to challenge their dreams - what women can achieve
- Appreciating Difference: Students have a greater awareness of equality and diversity and accept tolerance within the community
- LGBTQ+: Student's challenge misconceptions, sexual orientation, identity and beliefs.
- Mental Health Awareness Week: Students understand how to improve mental health
- Amnesty International: The work of Amnesty is shared to all - working to protect people wherever justice, freedom, truth and dignity are denied.
- Black History Month: Students learn that people from African and Caribbean backgrounds have been a fundamental part of British history for centuries. Black History Month gives everyone the opportunity to share, celebrate and understand the impact of black heritage and culture.
- Refugees - the experience of the refugee and how we can help
- Women in male dominated industries - e.g. languages, STEM - Pupils learn about inspirational women who have made a difference ib these industries sand of the opportunities available to them

Equality and diversity supported by behaviour

There were no racial incidents formally recorded as a behavioural log in the academic year 2021 22. However, there was one homophobic related incident reported. There have been no Fixed Term or Permanent Exclusions relating to racial or other discriminatory behaviour during the same period.

Equality and diversity promotion in the extra-curricular activities

Amnesty International Society
The society was started to ensure everyone in the school had a voice and groups such as the LGBTQ+ community and students that wanted to make a difference were encouraged to attend.

The society has three main objectives:
1. To Raise awareness of Amnesty and its Human Rights work
2. To educate and develop an understanding of different communities
3. To raise money for the charity

It is deliberately open to all year groups. The students have run a number of campaigns and experienced great successes.

HILLVIEW SCHOOL FOR GIRLS GOVERNORS' EQUAL OPPORTUNITIES ANNUAL REPORT

Compiled by: Rebecca Edwins, Deputy Headteacher

Consultation with: SENCO, Student Support Managers, relevant subject leaders and Senior Leadership Team

Most recent update: November 2022

Anticipated review date: October 2023