

## WHAT OUR STUDENTS TELL US

Results of the 2020 GDST Student Survey show us that we are doing really well in many areas of equality and diversity with regard to creating a school that is inclusive and welcoming.

### Highest scoring questions

Question	Student group	GDST Overall	Percentage Distribution				
			SD	D	NAND	A	SA
I feel accepted at my school	88%	86%	1	2	9%	51%	37%
In general, I believe our work is marked fairly	86%	80%	2	12%	51%	35%	
Students of all backgrounds and beliefs are valued equally in my school	85%	79%	1	2	11%	43%	43%
Pupils come up with creative ideas and solutions to problems	85%	84%	2	12%	56%	30%	
I have a positive relationship with my teachers	84%	75%	2	14%	53%	31%	

### Lowest scoring questions

Question	Student group	GDST Overall	Percentage Distribution				
			SD	D	NAND	A	SA
Pupils in my school are not left out	65%	53%	2	13%	20%	48%	17%
Differences between students are seen as positive	70%	70%	1	6%	23%	42%	29%
When I think about the students at my school, they come from a variety of backgrounds	72%	74%	2	9%	17%	42%	31%
My school listens and acts on feedback from students and is always seeking to make things more inclusive	75%	63%	1	4%	19%	47%	28%
In general, there is a high level of trust between students at this school, no matter their background or identity	75%	70%	1	5%	18%	45%	30%

## OUR TOP PRIORITIES BASED ON STUDENT FEEDBACK

- ◆ Promote correct/appropriate language and terminology across the school for all groups in our community
- ◆ Review curriculum content to ensure a balanced representation of all cultures, faiths and minority groups
- ◆ Provide a regular opportunity for children and young people to share their thoughts on equality, diversity and inclusion with staff and each other in a safe, open environment

# EQUALITY, DIVERSITY & INCLUSION @HOWELL'S

As part of the GDST, Howell's School believes in the rights of all students and staff in our community to feel accepted, to feel they belong and to feel included. The GDST, under the umbrella of Undivided, has agreed a Charter for Action to guide and support our aims to promote equality, diversity and inclusion. Working with parents, governors and the community both local and global, we will educate ourselves and undertake actions that allow us to celebrate the strengths and richness of a diverse community.



## THE GDST CHARTER FOR ACTION (extracts below)

*The GDST is Undivided.*

*Undivided in our commitment to putting our pupils first.*

*Undivided in our fearlessness.*

*Undivided in our sense of family, where every individual is valued, respected and included.*

*These are our commitments:*

### 1. A culture of inclusion

- \* The GDST will continue to embed a culture of inclusion.

A family of schools where everyone feels that they belong and every person is valued and supported. This will encompass what and how we teach, the role models we elevate, the voices we amplify, and the cultures and faiths we celebrate.

### 2. Pupils – education and the school experience

- \* support schools to create opportunities for pupils to share feedback, discuss ideas and contribute to their whole-school diversity and inclusion strategies
- \* provide ... a new GDST Student Diversity Council
- \* ensure that school policies are clear, visible and inclusive of every pupil
- \* survey pupils so that their experiences can be channelled to make measurable improvements.



