

## **Diversity & Inclusion Across the Curriculum and Culture**

### **Thornden School 2025 – 2026**

#### **1 Intent**

Thornden School's approach to diversity and inclusion is rooted in its safeguarding and pastoral vision: *Belong · Care · Aspire · Succeed*. We aim to ensure that every student feels known, represented, and empowered to succeed.

Our intent is to:

- Embed the Equality Act 2010 and the nine protected characteristics throughout curriculum and culture.
- Build students' understanding of diversity as both a legal right and moral strength.
- Actively challenge discrimination, prejudice and bias in all forms.
- Promote empathy, respect and allyship through PD, curriculum, assemblies and leadership.
- Equip students with cultural competence, preparing them to thrive in modern Britain and the wider world.

Diversity & Inclusion are delivered through:

- The PD Tutor Programme (Years 7–11) and KS4 PD lessons.
- Curriculum areas audited for Equality & SMSC integration.
- Assemblies, reading programme, and student leadership (Student Council, Unloc Parliament, Wellbeing Ambassadors, Faith & Culture Group).

## 2 Implementation: Protected Characteristics and Inclusion Threads

### 2.1 Protected Characteristics and Inclusion Threads within the PD Tutor Programme (Years 7–11)

Year	Core PD Tutor Themes	Representative Topics and Key Learning	Protected Characteristics / Inclusion Threads	Example Assemblies / Links	Impact / Evidence
Year 7 – “Belonging & Identity”	Health & Wellbeing / RSE / Wider World	<ul style="list-style-type: none"> <li>• Belonging to school and community</li> <li>• Family diversity and friendship</li> <li>• Respectful language and kindness</li> <li>• Introduction to Equality Act 2010 concepts</li> </ul>	Family, religion/belief, disability, race	<i>“Feeling Safe at Thornden”,</i> <i>“Everyone Belongs”</i>	93 % of Y7 report feeling they “belong” at Thornden; reduction in friendship-related behaviour incidents.
Year 8 – “Challenging Stereotypes and Representation”	Health & Wellbeing / Wider World	<ul style="list-style-type: none"> <li>• Gender roles and media representation</li> <li>• Online identity and respectful dialogue</li> <li>• Challenging prejudice and</li> </ul>	Sex, gender reassignment, race, disability	<i>Safer Internet Week,</i> <i>International Women’s Day</i>	Student-voice survey shows 89 % can define “stereotype”; online-behaviour CPOMS down 18 %.

Year	Core PD Tutor Themes	Representative Topics and Key Learning	Protected Characteristics / Inclusion Threads	Example Assemblies / Links	Impact / Evidence
		micro-aggressions • Digital citizenship and law			
Year 9 – “Equality and Discrimination”	RSE / Living in the Wider World	<ul style="list-style-type: none"> <li>• Protected characteristics in law</li> <li>• Discrimination, harassment and hate crime</li> <li>• Consent and healthy boundaries</li> <li>• Faith and belief diversity in the UK</li> </ul>	All nine characteristics	<i>Anti-Bullying Week, Faith &amp; Freedom</i>	Students demonstrate accurate use of equality terminology; peer mentors trained as “Upstanders”.
Year 10 – “A Fair Society” and “Technology Ethics”	Philosophy & Ethics strand within KS4 PD	<ul style="list-style-type: none"> <li>• Social justice and human rights</li> <li>• Ethical technology / AI bias</li> <li>• Media representation and misinformation</li> </ul>	Age, race, disability, sex, religion/belief	<i>Media Truth &amp; Democracy, Racism and Allyship</i>	92 % recognise bias in online media; student-led campaign on “Digital Integrity Week”.

Year	Core PD Tutor Themes	Representative Topics and Key Learning	Protected Characteristics / Inclusion Threads	Example Assemblies / Links	Impact / Evidence
		<ul style="list-style-type: none"> <li>• Equality in workplace and law</li> </ul>			
Year 11 – “Traditions” and “Believing & Belonging”	KS4 Faith & Ethics strand / Careers	<ul style="list-style-type: none"> <li>• World faiths and secular worldviews</li> <li>• Respect for difference in work and law</li> <li>• Rights and responsibilities at 18</li> <li>• Employment law and workplace equality</li> </ul>	Religion/belief, age, sex, sexual orientation, disability	<i>Human Rights Day, Equality in the Workplace</i>	95 % understand Equality Act rights; strong links to Careers Week and mock-interview equality scenarios.

### 3 Diversity & Inclusion within KS4 PD Lessons

Strand	Diversity Focus	Inclusion Outcome	Evidence
Health & Wellbeing	Representation in mental-health narratives; stigma across cultures.	Builds empathy and cultural sensitivity.	Lesson 3 “Understanding Wellbeing Across Cultures”; staff observations of open dialogue.
RSE	Relationships, consent and equality; LGBTQ+ inclusion.	Safe language, respect and allyship.	100 % of Y10 RSE lessons reference Equality Act; feedback from Pride Ambassadors.
Philosophy & Ethics / God on Trial	Faith, morality and identity; persecution and belief.	Deep understanding of moral diversity.	Students link Holocaust study to modern human-rights issues.
Careers & Citizenship	Equal opportunities, discrimination at work.	Awareness of workplace rights.	Careers Week employer feedback praises student understanding of inclusion.
Traditions	Global faiths and cultural celebration.	Respect for diversity and belonging.	Student-led cultural showcase during <i>World Culture Week 2025</i> .

### 4 Curriculum Integration (from Subject Audits)

Subject	How Diversity and Inclusion Are Embedded	Evidence / Impact
English	Texts include <i>The Bone Sparrow</i> , <i>Of Mice and Men</i> , <i>The Boy at the Back of the Class</i> ; focus on identity, race, disability and justice.	Empathy and understanding of marginalised voices.

Subject	How Diversity and Inclusion Are Embedded	Evidence / Impact
History	Empire, Windrush, Holocaust, Civil Rights; women's suffrage.	Contextual understanding of equality and prejudice.
Geography	Migration, climate justice, global inequalities.	Social-justice perspective in environmental topics.
Science	Representation in STEM; ethics in genetics and medicine.	Students identify bias and recognise contribution of diverse scientists.
Art & Music	Diverse cultural influences and representation projects.	Inclusive exhibitions and performances.
MFL	Study of festivals, customs and language as identity.	Intercultural awareness and appreciation.
PE	Inclusive sports and adaptive practice; leadership by all genders.	Participation of all groups increased by 7 %.
Computing	Digital citizenship, online prejudice, accessibility.	Safer-internet feedback shows improved understanding of bias.

### **5 Assemblies, Student Leadership and Community Culture**

Thornden's inclusive ethos is lived daily through assemblies, leadership, and shared community experiences that celebrate difference, promote equality, and reinforce the school's values of **Belong · Care · Aspire · Succeed**.

## 5.1 Cultural and Faith Celebrations

- Thornden’s calendar integrates faith and cultural observance as part of everyday life rather than isolated events.
- Community Meals: annual Diwali, Iftar, and Chinese New Year evenings bring together students, staff, and families in celebration of belonging, food, music, and heritage.
- World Culture Week: showcases global languages, art, and traditions through student-led exhibitions, music, and performances.
- Faith & Culture Group: meets termly to plan inter-faith assemblies, advise on faith-based adjustments, and represent student voice.
- *“These events make me proud of who I am and let me learn about others in a welcoming way.”* – Year 10 student

## 5.2 Faith Inclusion and Practical Adaptations

- Thornden ensures that belief and practice are respected through tangible provision:
- Prayer and Reflection Room: open daily for students and staff of all faiths and none; supervised and timetabled for safe, equitable access.
- Reasonable Adaptations:
  - Adjusted PE participation and quiet lunchtime spaces during Ramadan.
  - Consideration of modesty and menstruation within RSE and PE teaching.
  - Flexible homework deadlines and acknowledgement of key religious festivals such as Eid and Diwali.
  - Catering: halal and vegetarian options offered; cultural menus featured during themed community events.
- Faith & Culture Group reviews usage and feedback each term to ensure inclusivity.
- *“The prayer room and Ramadan arrangements show the school really listens and understands.”* – Year 9 student
- Impact:
  - 96 % of students of faith feel supported to practise their religion.
  - Parents commend sensitivity around fasting and worship.
  - External visitors highlight Thornden’s provision as exemplary practice.

## 5.3 Student Leadership for Equality and Diversity

### 5.3a Student Voice and Consultation Findings

Thornden’s inclusion strategy is co-constructed with students through formal surveys, focus groups, and RED-led consultations. Across 2024–2025, **1,237 students** contributed feedback on equality, belonging and representation.

Theme	Student Feedback	Example Quotation
<b>Belonging &amp; Safety</b>	91 % agree “I feel safe and included at Thornden.”	<i>“You can always talk to someone — teachers listen and take things seriously.” – Y8</i>
<b>Representation in Curriculum</b>	84 % feel that “lessons show different people and backgrounds.”	<i>“We read books and learn about people who look like us and people who don’t.” – Y9</i>
<b>Faith &amp; Culture Inclusion</b>	96 % of students of faith feel supported to practise their religion.	<i>“The prayer room and Diwali meal made me feel recognised.” – Y10</i>
<b>Student Voice &amp; Leadership</b>	88 % say their voice is listened to; 72 % have taken part in a survey, focus group or council activity.	<i>“Being in RED taught me I can actually make change.” – Y11</i>
<b>Equality &amp; Respect</b>	93 % agree “People at Thornden are treated with respect.”	<i>“We call out disrespect; teachers model fairness.” – Y9</i>

- RED – Rights, Equality and Diversity Group: leads campaigns on Pride Month, Black History Month, Neurodiversity Celebration Week and anti-racism. Delivers assemblies, produces resources, and collaborates with the Unloc Parliament and Student Council on policy review.
- Wellbeing Ambassadors: promote peer support and mental-health inclusion.

#### **5.4 Assemblies and Reading Programme**

- Assemblies reinforce equality, rights and inclusion throughout the year:  
*Human Rights Day, Black History Month, Pride and Belonging, International Women’s Day, Neurodiversity Celebration Week, World Religion Day, Anti-Bullying Week, and Safer Internet Day.*
- Tutor Reading Programme titles such as *Ghost Boys, The Bone Sparrow, The Giver, A Monster Calls* and *The Boy at the Back of the Class* foster empathy and equality through guided discussion.

#### **5.5 Overall Impact**

Thornden’s inclusive culture is deeply embedded and consistently evidenced across student, staff, and community feedback.

- Celebration of Diversity: 94 % of students agree that “*Thornden celebrates different cultures and beliefs.*” Assemblies, tutor sessions, and RED-led events have broadened understanding of difference and fostered pride in identity.
- Active Participation: Student involvement in inclusive and cultural events has doubled since 2023, with more than 450 students taking part in RED, Unloc, or Faith & Culture initiatives during 2024–25.
- Faith Inclusion: Provision for worship, fasting, and faith observance is highlighted by governors and visitors as sector-leading practice. Students of faith report feeling both respected and accommodated through the prayer room, community meals, and flexible arrangements during religious observance.
- Positive School Climate: Staff, students, and families consistently describe Thornden as a community where *everyone feels they belong, are represented, and are respected for who they are.*
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- Student Voice Validation: Student-voice analysis (see Section 5.3a) repeatedly identifies *equality, belonging, and respect* as defining strengths of Thornden’s culture. This feedback has directly informed curriculum planning, assembly themes, and leadership training.
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- Measured Cultural Shift: Quantitative data (CPOMS and survey trends) demonstrate a continuing reduction in prejudice-related incidents and a sustained increase in students’ confidence to challenge discriminatory language or behaviour.

## 6 Safeguarding and Prevent Integration

Thornden’s Personal Development curriculum is a core component of the school’s *preventative safeguarding strategy*.

Safeguarding, equality and Prevent principles are embedded across all PD themes, assemblies and tutor sessions, ensuring students develop the knowledge, critical thinking and resilience to stay safe — both in and beyond school.

- Prevent Duty Integration: Every PD strand reinforces critical thinking, discernment and the ability to recognise and challenge extremist or discriminatory narratives. Units such as *Fake News*, *Technology Ethics* and *A Fair Society* explicitly explore misinformation, bias and civic responsibility.

- Equality Act and Legal Literacy: Equality content is mapped throughout PD and RSE, giving students a clear understanding of protected characteristics, consent, rights and accountability.
- Responsive Curriculum Model: PD and assembly content are dynamically adapted twice yearly using *CPOMS* and *Arbor* data.
  - In the final week of the Autumn 1 half term and the second week of Spring 1, SLT and PD leads conduct data reviews to identify emerging safeguarding themes, patterns of concern and student voice trends.
  - Assemblies and tutor content for each year group are then re-sequenced or supplemented to address those contextual needs — e.g. prejudice-related incidents, online behaviour spikes or mental-health concerns.
- Trust and Disclosure Culture: CPOMS data evidences strong student confidence in disclosure, with self-referrals and peer-concern reports increasing year-on-year as trust in staff grows.

### 6.1 Safeguarding Data Analysis: Prejudicial and Discriminatory Behaviour

Term	Total Prejudicial / Discriminatory Incidents Logged	Proportion of Total Behaviour Incidents	Change from 2023–24	Notes / Context
Autumn 1	18	4.1 %	↓ 36 %	Decline following early PD sessions on respect and equality.
Autumn 2	14	3.6 %	↓ 42 %	Further reduction post Anti-Bullying and Faith & Freedom assemblies.
Spring 1	12	3.0 %	↓ 49 %	Linked to targeted RSE lessons and Faith & Culture week.
Spring 2	11	2.8 %	↓ 52 %	CPOMS and Arbor cross-reference confirms fewer repeat cases.
Summer 1	9	2.3 %	↓ 56 %	RED group campaign on allyship and online respect.

Summer 2 (projected)	≤10	2.0–2.5 %	↓ 55–60 %	Sustained improvement trajectory
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### Trend Summary

- A consistent 50–60% reduction in prejudicial or discriminatory behaviour since 2023–24.
- Fewer repeat offenders and more peer-led reporting through CPOMS.
- Highest improvement evident in Year 8–9 cohorts, correlating with revised PD content on *Stereotypes & Representation and Equality in Law*.
- Arbor behaviour codes confirm fewer recorded discriminatory comments or microaggressions, with most now resolved through restorative conversations rather than sanctions.
- CPOMS tagging shows an increase in *self-reported* incidents — evidence of *growing trust and confidence*, not regression.

### Impact Statement:

*Behaviour and safeguarding data demonstrate a clear, measurable reduction in prejudice-related concerns. This evidences the success of Thornden’s data-led, preventative safeguarding model and the direct impact of Personal Development and assembly interventions on student attitudes and culture.*

### Leadership Commentary

*“Diversity and inclusion at Thornden are intentional, measurable and visible. Our curriculum builds representation, empathy and equality so every student both feels safe and is safe.”*