

Diversity and Inclusion Steering Group - Session 2

Thursday 26th June 2025

Update on actions since previous meeting

- Inclusive Hampshire Games attendance and cluster sporting opportunities - attended cluster sports event at Wildern, signed up for non-competitive Hampshire Games.
- Deer Park and Wildern inclusion leads have been invited to the steering group
- Children and staff have created a video - designed by the children - to showcase what 'inclusion' means to us. Soon to be shared in assembly and then with the community.
- Discussed curriculum development and plans for next year, looking at how our values can be weaved throughout day-to-day practice.
- English text driver updates to ensure varied and thorough representation throughout the high quality texts used as part of the curriculum.
- Discussed plans for the vegetable bed garden area to become a quiet zone at break times and lunch times, providing children a space away from the business of the school field.

What is going well already at Boorley?

We discussed what stakeholders viewed as going well and what Boorley families already view as strong. To support thinking, we looked at the Self-Evaluation tool for Equality and Diversity, which had already been started with senior leaders and teaching staff.

- Community events such as the laster show offer a way for families to socialise with each other in a context that is accessible to all. It was raised that this has been particularly successful over the last year.
- Parent/carer involvement in school workshops and performances, e.g. Year 2 dance project.
- Inclusive nature of school performances - performances have increased in quality and children have felt proud of participating because of this. Inclusivity of adapting for all children has inspired some to seek additional drama opportunities. It was recognised that confidence and motivation have increased, particularly with boys. It was noted that children who were less keen knew what alternatives there were and did not feel pressured to do participate in anything they felt uncomfortable with.
- Staff enthusiasm is strong and noticeable. Staff have been really welcoming and inclusive of everyone's needs, including for any new children joining mid-year.
- The Early Years transition stay-and-play events have been very well received and children, regardless of need, felt welcome and wanted to come back the next day!
- Sports Day was inclusive in its nature, in that children from a variety of year groups and sporting abilities could come together. Staff were keen and willing to show, support and remind how to do each activity, putting less confident children at ease.
- The growing garden area is bringing the community together, e.g. PTA have had lots of communication from families offering to donate and join in.
- High praise for SEND team - knowing every child, understanding needs well, explaining things very clearly and understanding what parents need to support their children. It was acknowledged that perception of this may vary depending on the level of need and associated amount of contact to support families, i.e. it may not always be necessary for families of children with fewer additional needs to have regular support from the SEND team.
- Social stories have been shared to support transition - this has been particularly useful for some children in the infants.
- The way in which cultures and religion are already weaved into day-to-day life so it does not feel like standout/tick box coverage. It was noted that children are most likely to talk about this coverage at home if it involves food!
- Children generally feel they have the chance to share their passions, which helps with feeling heard and listened to.

Reflections and Next Steps

Using the self-evaluation tool, as well as experiences of our stakeholders, we reflected on where there are areas for improvement and steps that could be taken to drive our development. Some of the actions discussed could be short term, others long term. It is important to note that not all of these ideas will come to fruition as part of the wider picture of our school, but blue-sky thinking and long term goal setting are important in setting a direction for Boorley.

- Possibility of a Diversity and Inclusion thread that runs from Boorley, to feeder secondary schools and then to local colleges such as Barton Peveril. This united approach could create a shared understanding and strategy toolkit to support our children to adulthood. Barton Peveril's inclusion lead (one of our group attendees) is going to investigate this further.
- As the school grows and staff numbers increase, there are opportunities for a Pupil Voice Lead - this could ensure children of all backgrounds and groups feel heard in different ways, such as through a pupil-lead diversity and inclusion group that has a continuous rota of children (i.e. as opposed to something like School Council, which retains the same representative from each class all year) This would support us in having a wider range of pupil voice at a whole school level.
- Peer mediation - training for peer mentors so children can support each other through tricky moments. This could also be coupled with further learning around the workings of the brain, so that children recognise why certain behaviours are being presented by others, but also understand what is going on in their brain and how it impacts their actions. Supporting understanding and tolerance of difference.
- Gendered uniform choices - it was recognised that whilst there are 'boys' and 'girls' options for uniform, the school does not dictate for children that they must choose one or the other. Some discussion about making this clearer, and ensuring the staff dress code reflects this as well.
- SEND PINS workshop was really useful as parents/carers in a similar position and with similar need were able to collaborate. Discussion around this continuing and getting feedback as to what has been implemented at school.
- Accessibility of the play equipment, including the play trail, was discussed. Comparisons to public parks that have provision for children with lower dexterity/mobility and do not require every child to climb up to gain access. Potential for PTA to fundraise for an expansion to the current play trail area to encompass this.
- Discussion around celebration of key calendar dates, such as Pride Month, Ramadan, religious festivals. Stakeholders agreed that only recognising these on a specific day was not particularly inclusive and they need to be weaved into learning, with national festivals being celebrated. Examples from other schools were shared, e.g. a community fast break that all were welcome to attend, regardless of religion.
- It was noted that talking about these things can often be better in big groups, such as assemblies, as children can see others' positive reactions to a quality they identify with.
- Pupil voice and celebrating each other via the Newsletter - children having a column to share something they are proud of about themselves, e.g. a religious festival, an ice skating competition or another passion, that celebrates their success and identity.
- Discussion around parent workshops and their inclusivity of working parents. It was acknowledged that the turnout for these at Boorley is exceptional, but can lead to pressure for parents/carers if they are unable to attend. Reflected on alternating timings so that parents do not feel every workshop needs to be attended. This links with time off for things like Sports Day.

These actions will be discussed with senior leaders at Boorley and those that can be implemented (regardless of timescale) can start to be put in motion.

At the next meeting, we hope to have inclusion leads from Deer Park and Wildern joining us to support a consistent thread from the primary to secondary age range.

Next meeting

Tbc - feedback being sought from attendees to ensure maximum attendance.