

## Diversity and Inclusion Steering Group - Session 1

Thursday 27th March 2025

9 attendees.

### What is diversity and inclusion? What does it mean to you?

- Tolerance and understanding of all people and groups
- It extends beyond protected characteristics and includes concepts like talents and interests as well as a wider variety of need, e.g. neurodiversity.
- Everyone should feel represented and a sense of belonging within the community.
- Awareness of others, including similarities and differences - understanding the community we are in with the knowledge that even if individuals don't see themselves as part of a specific group, they will always be part of a community where different groups and identities exist.
- Equity vs equality - the understanding and acceptance of the fact different people have different needs and steps to success.
- Giving people within the community what they need to thrive.
- Acknowledgement of the fact children and adults have different pre-existing levels of tolerance or potential triggers.
- Celebrating difference.
- Learning about a variety of people, cultures and religions. Exposure to a wide range of sources, e.g. texts, authors, artists.
- Diversity and Inclusion should be woven throughout the curriculum and culture, rather than 'tick list' activities.
- All voices being heard and represented. Everybody feeling welcome.

### As a steering group, what is our vision?

- What do we want children to leave Boorley able to do?
- Social criticism - identifying where this comes from, children having the understanding and skill to speak up.
- Upstanders over bystanders - children informed and able to confront what they believe to be wrong.
- Feed into secondary school and beyond (long term life skills)
- To have strong threads cleverly woven throughout the curriculum and to ensure it is not stereotypical views that are represented.
- Children, staff and other stakeholders to feel empowered to share their lived experiences.
- Student-lead experiences, using student stories in school life.
- Harness the curiosity and acceptance of young children and keep that going (e.g. Year R children understanding that same-sex parents is 'what their family looks like' rather than seeing it as unusual) - harnessing this acceptance and spreading it throughout the community. This is why primary level is integral here. Children want to understand how to support their friends and are curious as to how to help.
- Visual representation through books, displays, school environments.
- A safe space to ask questions without fear of judgement or consequence
- Skills to allow children and adults to accept, understand and evaluate their own and others' opinions.
- Skills to unpick, evaluate and understand bias of mainstream news and views of public figures, and the understanding that it is ok to disagree.
- Education for parents and carers around what children are accessing at home.
- Parents and school are united in approaches in supporting children to develop their own balanced views.
- Stakeholders have the confidence to celebrate and 'promote' themselves (e.g. needs/cultures/beliefs)
- Stakeholders to be independent thinkers.
- Children to be curious about difference rather than intolerant
- Culture of kindness
- Celebration of languages.

*We hope that children will leave Boorley as kind, independent thinkers open to new ideas and with confidence to celebrate, understand and ask questions about themselves and others.*

*We aim for Boorley Park to be a safe place for children to share their questions, beliefs and true selves whilst exposing them to a variety of lived experiences and knowledge to empower them to be tolerant upstanders in the*

*community. Boorley Park will be a place where children feel a strong sense of belonging and see themselves represented throughout all aspects of school life.*

### Potential Strategies for Consideration

*(Fed into conversation throughout the meeting)*

- Drop-down days - e.g. cultures day, traditional dress day, 'proud of' day - could be culture, religion, a skill like ice skating/netball, food, music, art.
- Displays, e.g. 'day in the life of a child observing Ramadan'
- Students from local colleges coming in as visitors to share their experiences.
- Hampshire School Games - every week, e.g. events for children with lower physical coordination.
- Food from different cultures - represented well on school menu, but children and parents don't always know what it is. Tasting plates? Tasting event? Seeing peers trying new things.

### Actions as a result of the meeting

- JC to look into inviting Deer Park and Wildern representatives to ensure continuity in values.
- JC to look into Hampshire School Games contact
- Group to consider what is already going well at Boorley and gather views of the wider parent community.
- Group to consider possible actions and next steps, including from the wider parent community.

### **Next meeting:**

Thursday 27th June 2025, 4pm - 5pm.

*What is going well at Boorley?*

*What possible next steps could we take?*