

Frome Valley Equality Objectives 2022-2026: Annual Review

Objective	Why we have chosen this objective	To achieve this objective, we plan to:	Progress we are making to achieving this objective (annual review) JUNE 2025
To audit and diversify our curriculum	Through our DEI training on diversifying the curriculum, we need to look at our curriculum through our DEI lens and look to see how we decolonise our curriculum.	<ul style="list-style-type: none"> ● Feedback to staff on diversifying our curriculum ● Looking at our curriculum through our DEI lens ● Identifying where we can promote our DEI work more clearly. ● Ensuring that special school weeks promote our DEI work. <p>RAG: AMBER</p>	We have reviewed all areas of the school curriculum and increased our knowledge of diversifying the curriculum through our DEI lens. Our new Literacy Scheme (Literacy Tree) uses a wide range of books as focus texts, which include many DEI aspects. Our next step for 2025-2026 is to produce knowledge organisers for parents and carers to promote DEI to our parents and carers.
To ensure our school library area promotes the 9 protective characteristics (age appropriate)	We are working on creating a new library area in the school. We want to promote our DEI work and the 9 protective characteristics within our school library. The library has not been updated for over 10 years and does not reflect the world we live in.	<ul style="list-style-type: none"> ● Staff to purchase books for the school library (Foyle Foundation grant) that includes DEI books. ● Staff to read the books to children to promote discussions at age-appropriate levels. <p>RAG: GREEN</p>	When purchasing books for our new school library, we ensure our library selection promoted DEI much more thoroughly. This included the selection of authors as well as the selection of texts, both fiction and non-fiction. In 2024-25 we looked closely at how we promote DEI discussions at age-appropriate levels. We started this in Book Week when we chose some texts that looked at gender bias or stereotypical behaviour. Our DEI lead teacher has also worked with Governors and Support Staff on the 9 protective characteristics. We have also introduced a half termly DEI assembly that is also promoting our DEI agenda with our pupils.
To ensure our DEI agenda is promoted throughout our school	We know that our DEI work will be a 3 or 4 year project. It includes increasing staff awareness as well as keeping DEI an item at the forefront of our minds.	<ul style="list-style-type: none"> ● 1 x teacher and 1 x TA to be our DEI advocates for the school. ● DEI advocates to be trained (Diverse Educators training) ● DEI advocates to lead staff meetings and support staff meetings. ● Half termly DEI newsletters to staff <p>RAG: AMBER</p>	We have worked on this area well though having our DEI advocates. They have both completed their Diverse Educators training. Our DEI lead teacher had led workshops with Governors and is producing monthly DEI newsletters. She has also led support staff meeting on DEI work. We have introduced a half termly DEI assembly that is also promoting our DEI agenda with our pupils. We will continue this our DEI agenda to ensure all staff, parents and Governors are clear on our mission and values. This year, we would like a DEI section in News Weekly twice every half term.
For staff to address stereotypical and gender biased comments by children.	There are still occasions when you hear children say such comments as <i>"That's a boy's game; that's a girl's colour"</i> . We want to make sure that all staff are confident in addressing this.	<ul style="list-style-type: none"> ● Staff meeting and support staff meetings to discuss this. ● Feedback on training through Stonewall. ● School to have a script of examples of inequality and how to address these examples (through a clear school structure) ● School to add to these examples as they are heard around the school and to ensure that gender biased comments are addressed immediately. <p>RAG: GREEN</p>	We have worked on this with both teaching staff and support staff through staff meetings and then follow-up meetings. We have created a template script of examples of stereotypical or gender biased comments by children and this script includes how to address these comments. We have also added to these scripts as other comments have occurred. It has been interesting that we have had the most comments in Reception. We will continue to add to these banks of comments as new ones occur. I will also ensure that we revisit this work annually to refresh everyone's mind on this work. We are also addressing some of this work through our half termly DEI assemblies.
To develop children's understanding of a wide range of diverse needs, including neurodiversity.	To support our children with their own sense of identity and how they identify other children.	<ul style="list-style-type: none"> ● Developing children's understanding of a wide range of diverse needs, including neurodiversity - to be part of our curriculum. ● Recognising world autism acceptance week each year. ● A common language to be used by all staff to explain to children that we are all different and have different needs. <p>RAG: GREEN</p>	We have worked on this area a lot over the past two years. We have continued to hold two neurodiversity days in school. The first day started with a whole school assembly on neurodiversity. The theme for the day was that "All brains are celebrated here" as we worked with the children on understanding that everyone's brains work differently. Being accepting of everyone's differences also linked to our value of respect. The second Neurodiversity Day focused more on different types of neurodiversity at an age-appropriate level. We finished the second day with all gathering in the hall and each class, having prepared a short video, talking about what they have learnt about neurodiversity.

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To ensure our school library area promotes the 9 protective characteristics (age appropriate)	We are working on creating a new library area in the school. We want to promote our DEI work and the 9 protective characteristics within our school library. The library has not been updated for over 10 years and does not reflect the world we live in.	<ul style="list-style-type: none"> ● Staff to purchase books for the school library (Foyle Foundation grant) that includes DEI books. ● Staff to read the books to children to promote discussions at age-appropriate levels. <p>RAG: GREEN</p>	Library books are in place that promote discussions for DEI and the protective characteristics. Staff choose books to read to promote this. We do now need to formalise this more (2024-2025 focus). We have continued our half termly DEI assemblies that is also promoting our DEI work with our pupils. DEI themes have included: learning about different faiths; braille and being blind; D-Day landings; Archie hates pink; different families/pride month.
To ensure our DEI agenda is promoted throughout our school	We know that our DEI work will be a 3- or 4-year project. It includes increasing staff awareness as well as keeping DEI an item at the forefront of our minds.	<ul style="list-style-type: none"> ● 1 x teacher and 1 x TA to be our DEI advocates for the school. ● DEI advocates to be trained (Diverse Educators training) ● DEI advocates to lead staff meetings and support staff meetings. ● Half termly DEI newsletters to staff <p>RAG: AMBER</p>	We have continued to work on this including training our DEI advocates. We will work on a DEI action plan for 2024-2025 to continue to promote this agenda. We will also create a three-year plan of DEI assemblies (as our collective worship themes are a 3 year rolling programme).
For staff to address stereotypical and gender biased comments by children.	There are still occasions when you hear children say such comments as <i>"That's a boy's game; that's a girl's colour"</i> . We want to make sure that all staff are confident in addressing this.	<ul style="list-style-type: none"> ● Staff meeting and support staff meetings to discuss this. ● Feedback on training through Stonewall. ● School to have a script of examples of inequality and how to address these examples (through a clear school structure) ● School to add to these examples as they are heard around the school and to ensure that gender biased comments are addressed immediately. <p>RAG: GREEN</p>	We revisit this each academic year (TAs and Teachers) to remind staff of this work and to add further examples as they occur We are also addressing some of this work through our half termly DEI assemblies. We will create a three-year plan of DEI assemblies next year (as our collective worship themes are also a three year rolling programme).
To develop children's understanding of a wide range of diverse needs, including neurodiversity.	To support our children with their own sense of identity and how they identify other children.	<ul style="list-style-type: none"> ● Developing children's understanding of a wide range of diverse needs, including neurodiversity - to be part of our curriculum. ● Recognising world autism acceptance week each year. ● A common language to be used by all staff to explain to children that we are all different and have different needs. <p>RAG: GREEN</p>	We have worked on this area a lot this year! We held two neurodiversity days in school. The first day started with a whole school assembly on neurodiversity. The theme for the day was that "All brains are celebrated here" as we worked with the children on understanding that everyone's brains work differently. Being accepting of everyone's differences also linked to our value of respect. The second Neurodiversity day focused more on different types of neurodiversity at an age-appropriate level. We finished the second day with all gathering in the hall and each class, having prepared a short video, talking about what they have learnt about neurodiversity. A child spoke to her class teacher a while after the second neurodiversity day that she thought she may have ADHD after learning about it.

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To ensure our school library area promotes the 9 protective characteristics (age appropriate)	We are working on creating a new library area in the school. We want to promote our DEI work and the 9 protective characteristics within our school library. The library has not been updated for over 10 years and does not reflect the world we live in.	<ul style="list-style-type: none"> ● Staff to purchase books for the school library (Foyle Foundation grant) that includes DEI books. ● Staff to read the books to children to promote discussions at age-appropriate levels. <p>RAG: AMBER</p>	When purchasing books for our new school library, we ensured our library selection promoted DEI much more thoroughly. This included the selection of authors as well as the selection of texts, both fiction and non-fiction. We now need to work more on how we promote DEI discussions at age-appropriate levels. We started this in Book Week when we chose some texts that looked at gender bias or stereotypical behaviour. Our DEI lead teacher has also worked with Governors and Support Staff on the 9 protective characteristics. We have also introduced a half termly DEI assembly that is also promoting our DEI agenda with our pupils.
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For staff to address stereotypical and gender biased comments by children.	There are still occasions when you hear children say such comments as <i>“That’s a boy’s game; that’s a girl’s colour”</i> . We want to make sure that all staff are confident in addressing this.	<ul style="list-style-type: none"> ● Staff meeting and support staff meetings to discuss this. ● Feedback on training through Stonewall. ● School to have a script of examples of inequality and how to address these examples (through a clear school structure) ● School to add to these examples as they are heard around the school and to ensure that gender biased comments are addressed immediately. <p>RAG: GREEN</p>	We have worked on this with both staff and support staff through staff meetings and then follow-up meetings. We have created a template script of examples of stereotypical or gender biased comments by children and this script includes how to address these comments. We have also added to these scripts as other comments have occurred. It has been interesting that we have had the most comments in Reception. We will continue to add to these bank of comments as new ones occur. I will also ensure that we revisit this work annually to refresh everyone’s mind on this work. We are also addressing some of this work through our half termly DEI assemblies.
To develop children’s understanding of a wide range of diverse needs, including neurodiversity.	To support our children with their own sense of identity and how they identify other children.	<ul style="list-style-type: none"> ● Developing children’s understanding of a wide range of diverse needs, including neurodiversity - to be part of our curriculum. ● Recognising world autism acceptance week each year. 	Our work on this has only just begun. We held an assembly to recognise world autism acceptance week (and put a display up in our library area). However, we will recognise world autism acceptance week more next academic year. We will also continue to work on other areas of this objective.

		<ul style="list-style-type: none">• A common language to be used by all staff to explain to children that we are all different and have different needs. RAG: RED	