

Bournes Green Infant School



Equal Opportunity Audit and Development Action Plan

Summer 2017

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Leadership and management policies, plans etc

The Governors are committed to equality of opportunity; their views are encapsulated in our Equal Opportunities Policy and DDA Scheme. Through this document they evaluate and plan for provision to ensure they are meeting their legal responsibilities as set out in the following:

[The Race Equality Duty](#)

[The Disability Equality Duty](#)

[The Gender Equality Duty](#)

It is within the remit of the Leadership and Management Committee to keep this work under review. They review the policy and the action plans annually and have appointed the Headteacher/Inclusion Manager to lead in this area.

This audit and develop plan also incorporates planning for English as an Additional Language pupils together with any vulnerable groups in our community.

The LEA is kept informed of all racist incidents and the actions taken to ensure that our community moves forward.

We ask new parents at our induction meeting to contact us with any suggestions of how we can meet their needs or assist them.

In our prospectus we invite any stakeholders with an interest in disability access to contact us if they would like to have input into our action plans.

Risk assessments, Individual Care Plans and Individual Support Plans ensure that we make best use of resources available to support children and adults with any access issues.

Our action plan will be put on our web site in an effort to reach a wider audience.

Areas for development

Continue to use the information gained from any stakeholder to identify and plan targets for improvements.

Place responsibility on governors to ensure policies promote their equality duties and are individualised in

	<p>terms of how they meet this need. Continue to update this plan and our DDA scheme.</p>
<p>Curriculum, teaching and assessment</p>	<p>We have high expectations for all pupils from all ethnic groups, those with English as an Additional Language and both genders regardless of disabilities.</p> <p>We ensure that our assessment processes are non-discriminatory and support needs of all individual learners.</p> <p>We make every effort to avoid stereo typing and this is being addressed in our everyday work in the school.</p> <p>Staff are always working to make the curriculum multi-cultural - See Community Cohesion Document.</p> <p>Our curriculum is designed to be accessible to all pupils. We support children with learning difficulties and disabilities to access the curriculum by:</p> <ul style="list-style-type: none"> • personalising learning to meet their needs • conducting and implementing appropriate risk assessments • working with health professionals to produce and implement care / therapy plans • providing resources to meet specific needs <p>Our building is designed to be accessible to all pupils. We support children with learning difficulties and disabilities to access the building and grounds by:</p> <ul style="list-style-type: none"> • conducting and implementing appropriate risk assessments • working with health professionals to produce and implement care/therapy plans that identify any specific building issues • reflecting on the needs of all when undertaking building/grounds projects <p>Areas for development</p> <p>Continue to develop curriculum and build in opportunities for multi cultural work and activities that challenge gender stereo types.</p> <p>Continue to build in opportunities for children to explore their cultural heritage.</p>
<p>Admissions, attendance, discipline and exclusion</p>	<p>We have not had any children excluded from school.</p> <p>There have been occasional incidents that have been reported to the Local Authority in the past because they have been racist. We believe it is important to challenge name calling and exclusion of individuals on account of their colour or creed from the outset. We encourage children to develop their understanding</p>

	<p>of differences and similarities. Issues are addressed during circle time, assemblies and during Religious Education and PSHE lessons</p> <p>The local authority administers admissions to our school. We now administer the in-year admissions at school.</p> <p>Our attendance policy is kept under review and now includes a commitment to inform parents once attendance slips below 90%, where there is a concern.</p> <p>Attendance data is analysed. We are currently meeting our attendance targets.</p> <p>Behaviour incidents that escalate beyond the Golden Rules system are referred to leadership team. It is apparent from our records that no ethnic group is noticeably, either the perpetrators or the victims, of these incidents. It is apparent that boys often find it more difficult to play co-operatively. To support all children in the playground we have play leaders at lunchtime. The play leaders provide a range of activities to engage all children in more interesting play.</p> <p>We have continued to build upon our lunch time arrangements and resources to further improve relationships at lunch time.</p> <p>Information on taking children out of school for holidays is available on our website.</p> <p>Attendance is now monitored using authorised and unauthorised data.</p> <p>We provide information at all parental meetings on how missing school can impact on education.</p> <p>Data is also presented to SECAT Trustees</p> <p>Areas for development</p> <p>To continue to develop a curriculum that excites and engages all learners.</p> <p>To keep our attendance policy under review.</p> <p>To continue to provide information at all parental meetings on how missing school can impact on education.</p>
<p>Pupils inc performance</p>	<p>We use tracking information to help us to identify any children failing to make age appropriate expectations. Particular attention is taken to analyse our vulnerable groups.</p> <p>Progress data and attendance data is also monitored for all groups of children.</p> <p>We believe that gender differences are kept to a minimum by careful consideration of learning and thinking styles and by making the learning as real, relevant and interesting as possible for the children.</p> <p>Data is also presented to SECAT Trustees</p> <p>Areas for development</p>

	Continue to monitor performance for all of our vulnerable children and take action on an individual level.
Attitudes and environment, covering ethos, racism and racial harassment	<p>We promote an ethos and environment where all children, staff and visitors feel safe and welcome.</p> <p>Positive attitudes to others are promoted in our PSHE curriculum</p> <p>Our prospectus clearly states that racist discrimination is unacceptable and that all racist incidents recorded, reported to LA and acted upon. Parents of perpetrators and victims are spoken to. All staff who are committed to the principles of equality and they will always sensitively identify when children need support challenge and opportunity.</p>
Parents, Governors and Community Partnerships	<p>Our current Governing Body has a good spread of female and male members.</p> <p>Parents are invited to let us know if we can assist in any way with regards to access to our school or information.</p> <p>Areas for development</p> <p>We will continue to positively encourage parents, when conducting home visits, to disclose disability and equality issues that we can support.</p> <p>When reviewing our Policies we continue to reflect on the promotion of community cohesion and our commitment to supporting adults and children with disabilities both within that document and within the curriculum itself.</p>
Staffing including training	<p>All posts are appointed on the basis of suitability; job descriptions and person specifications are the criteria used for selection.</p> <p>Aware of our ethnic mix we have invited parents to join us to give our work a more international flavour.</p> <p>All staff understand the importance of ensuring that classroom vocabulary is clearly understood by English as an Additional Language pupils.</p> <p>TEAM TEACH training for key members of staff has allowed us to more effectively support pupils who require behaviour management programmes.</p> <p>Areas for development</p> <p>We need to continue to identify how training will help our children, feedback to all staff re key issues ensuring this work translates into outcomes & strategies</p> <p>Ongoing regular Child Protection Training</p>

	Ongoing regular Racial awareness Training
Resources and Building Issues	<p>Nappy changing room with extractor fan is available.</p> <p>Our office has an accessible counter in place. There is a hearing loop in the entrance area to enable those with hearing difficulties to communicate readily with office staff.</p> <p>We have an access ramp at the front entrance, and also to several classrooms</p> <p>New signage in sentence case is in place as per our access audit.</p> <p>Areas for development</p> <p>Ensure all trip hazards are re-painted yellow for adults and children with impaired vision. Annual process</p> <p>We are aware that all our classrooms are not wheel chair accessible from the playground. This will be remedied as necessary.</p> <p>We continue to develop our grounds are to be developed to support play and outdoor learning. We need to be mindful that much of this work is wheel chair accessible.</p>
ICT	<p>Equipment will be provided for all children who require it to enable them to access the curriculum.</p> <p>Areas for development</p> <p>Ensure that we continue to meet the individual needs of all of our children.</p>
Home-school links	<p>As outlined above we work closely with parents to meet the needs of their children.</p> <p>We have an 'Open Door Policy' and welcome parents into school.</p> <p>We meet regularly with parents, we encourage daily liaison where necessary. Good use is also made of home school books.</p> <p>We also provide training for parents wherever we feel we can meet a need. Help is given in areas such as parenting, behaviour management, literacy and numeracy.</p> <p>All racist incidents and responses are discussed at length with the families of both perpetrators and victims.</p> <p>Parents value our work.</p> <p>We involve parents in training related to health issues inviting them to staff anaphylaxis, diabetes and asthma training sessions, as appropriate. This enables them to update their skills and pass on their own knowledge about their individual children.</p> <p>We aim to make our building accessible to all parents. A hearing loop has been installed in our Reception</p>

O/g	Each policy will be reviewed to ensure they promote community cohesion, equal opportunities, good race relations and avoid both stereo typing and discrimination for reasons of ethnicity, disability or gender.		Governor committees	Ongoing		A		Policies promote community cohesion, equal opportunities, good race relations and avoid both stereo typing and discrimination for reasons of ethnicity, disability or gender.	
T	Review pupil performance data		SLT	Termly Learning Conversations	2	A	3a	Data analysed any necessary action plans in place	
Aut	Evaluate data re ethnic and EAL pupils for end KS1 and FS. Consider any action needed to develop curriculum opportunities		SLT	Report to HT		A		EAL and ethnic minority pupils to have made good progress against age related expectations	
Aut	Relevant Individual Healthcare Plans and risk assessments to be in place Ensure all staff are briefed to deal with health issues for our new intake All children with medical problems to have full access to curriculum	Time	CS/JW	Risk assessments to be on file Individual Healthcare Plans to be shared with staff and on display in		HA	4 5b	Risk assessments complete and any necessary actions taken Individual Healthcare Plans available Pupils with medical problems to have full access to the curriculum.	

				office, staffroom and classrooms.				
Spr	Review Equal Opportunities Policy		Gov Committee	Policy to P & C			6 a	Policy reviewed and updated as necessary
	Review Positive Behaviour Policy to ensure children learning needs disabilities are supported		CS/ Staff	Spring term Policy reviewed by staff, children, parents and governors	C S A	2 3		Revised policy in place
Sum	Continue programme of Pre-school visits and invite pre school children to come and play sessions to ensure that any children with disabilities can be identified and their needs planned for		CS/Rec staff	Contact parents re pre - schools visit	A	6		Children with disabilities identified Parents invited to discuss issues Accessibility plan revised in light of this information
Sum	Disability Access Audit & needs of new and existing intake to feed into an update		CS/HS	Key issues outlined prior to	S H A	5 b		New families to be asked about any equal opportunities issues for

	of this plan AND Asset Management Plan			budget setting Plan				themselves or their families Families of children with learning difficulties and disabilities to be asked to identify issues Implications for Asset Management Plan identified	
Sum	Complete disability access review and look at accessibility routes around the school:		CS	H & S Committee		S	5 b	Review to feed into an update of this plan Be confident we have suitable facilities for adults & children	
Sum	Ensure all trip hazards are removed or painted yellow to ensure that they are highly visible.		HS	H & S Committee		S	5 b	Summer holiday activity	