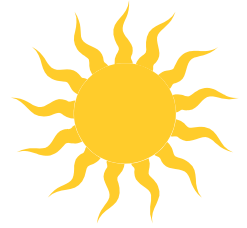


Boreham Primary School A

Friendship School

'Daring to aim high, scale new heights, spread our wings and fly far'



Boreham Primary School

Equalities Information and Accessibility Plan

April 2021 - April 2024



School statement

At Boreham Primary School we believe in treating everyone fairly and are committed to creating an environment, which is appropriate and accessible to all. Our equalities information demonstrate how our school promotes equality for pupils, staff, parents and the wider community.

The Public Sector Equality Duty 2011 has three aims under the general duty for schools, academies and settings:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.

3. Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our school has considered how well we currently achieve these aims with regard to the nine protected equality groups: age/disability/gender reassignment/marriage and civil partnership/pregnancy and maternity/race/religion or belief/sex/sexual orientation

In compiling this equality information, we have:

- Identified evidence already in the school setting of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.
- Constructed an Accessibility Plan aimed at increasing the extent to which disabled pupils can participate in the school's curriculum which includes improvements to the physical environment.

SUMMARY OF OUR EQUALITIES EVIDENCE

In relation to RACE, the evidence we hold tells us:

- Boreham Primary School comprises predominantly White British Children with a small percentage of children from different ethnic backgrounds.
- Racist incidents are extremely rare, but on the very few occasions these have occurred they have been dealt with promptly and effectively and are reported to Governors.
- The RE and PSHE curriculum is varied and includes many different religions and beliefs to promote inclusion.
- Our school policies are inclusive of all children in our school.
- Our pupils understand what it means to be a British Citizen and uphold British Values.
- Our pupils and staff regularly discuss and understand our seven school values: *Friendship, Respect, Equality, Courage, Excellence, Determination and Inspiration.*

- Staff and governors have completed 'Prevent' Training.

In relation to DISABILITY, the evidence we hold tells us:

- All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include all pupils.
- Pupils, parents and staff with medical needs feel included in school life. With health conditions and/or impairments □ We make "reasonable adjustments and accessibility arrangements" to support for pupils and staff with disabilities.
- Pupils who transfer to our school make friends and settle quickly.
- The RSE curriculum addresses this in an age appropriate way in each year group.
- Assemblies address individual pupil's needs and abilities in a way that they feel comfortable and are encouraged to participate.
- We have good access for children with disabilities requiring a mobility aid and will make reasonable adaptations where needed. □ We enable all pupils to access our daily mile track and continue to extend soft outdoor surfaces.
- Very good proven procedures are in place to ensure smooth transitions between key stages and schools for disabled pupils and those with medical needs.
- Parents and visitors use our designated accessible parking bay.
- The learning environment reflects the range of disabilities within the school.
- School leaders support staff with health conditions or impairments via referrals to occupational health as required
- Care plans are in place and updated at least annually for pupils with health conditions.
- Staff access training to support pupils with health conditions.
- Pupils with disabilities have the opportunity to participate in All-Inclusive festivals

In relation to SEX, the evidence we hold tells us:

- Boys and girls attain differently in English and Maths but this differs from cohort to cohort.
- All children have access to after schools clubs.
- During PE sessions our children always compete against each other in mixed gender groupings.

- Other than our separate boys' and girls' school football teams, all teams representing our school are of mixed gender.
- Our staff and older pupils challenge stereotypes.
- Our school ensures that our children are exposed to a range of role-models and inspirational speakers from both genders.

In relation to Gender Reassignment, the evidence we hold tells us:

- Our curriculum, school policies and recruitment procedures do not discriminate.
- We would continue to support the mental health and well-being of pupils
- We would follow advice and make "reasonable adjustments" if notified of any issues as we have for other needs.

In relation to PREGNANCY AND MATERNITY, the evidence we hold tells us:

- Our Science and Relationships and Sex Education curriculum suits our pupil's needs.
- We complete a risk assessment to meet the needs of individuals who are pregnant and enable staff to attend health related appointments.
- All staff can ask to work hours to suit them on returning to work after maternity leave.
- Staff choose to return to work here after maternity leave.

In relation to RELIGION AND BELIEF, the evidence we hold tells us:

- Our collective worship is inclusive.
 - We practice Equality and Diversity in Employment.
 - A wide and varied curriculum is covered by all children throughout our school.
 - We have regular visiting Christian leaders for collective worship and welcome other faith visitors.
 - The school has strong links with our local church and representatives from the church lead regular school assemblies on the Christian faith.
 - We pray or have reflection time in assembly and assembly themes reflect not only Christian but other faiths too.
 - All our staff are part of the team who deliver assemblies to the children.

- Differences between people and the contributions they make to our community are celebrated in lessons and whole school assemblies.

In relation to SEXUAL ORIENTATION, (including L.G.B.T.) the evidence we hold tells us:

- Our Science, health and relationships education suits our pupil's needs.
- We have an equal opportunity policy to address this.
- Children rarely use negative language aimed at implying sexual orientation or gender but this is always challenged by staff and some pupils and is reported to Governors.
- All children have full access to the curriculum and after schools club.
- Our school is a "friendship school" and our children readily accept that all families are different and are made up of many different combinations of people.
- Our school values encourage pupils and staff to treat everyone with equal respect, recognise and celebrate differences by learning from one another. Pupils are able to articulate this in age appropriate ways.

In relation to ECONOMICALLY DISADVANTAGED, the evidence we hold tells us:

- The percentage of pupils in receipt of FSM, and pupils with SEND are both below the national average.
- The village of Boreham has a range of housing types and socio-economic groups. While there are undoubtedly some families where parents have benefited from higher education, many pupils have parents who are skilled tradesman and there are a significant number of families which are fragmented and children needing a high level of emotional support. As a result of this the school has employed its own counsellor who works with individual and small groups of targeted children.
- The progress of pupils who qualify for Pupil Premium differs from cohort to cohort and is often due to SEN rather than their economic disadvantage.
- We work in partnership with One Boreham, the local foodbank and the Salvation Army to support disadvantaged families.

SUMMARY OF HOW WE CURRENTLY ENGAGE WITH PROTECTED GROUPS

In relation to RACE, our self-evaluation tells us:

- We live in a mainly white community which means our pupils understanding of race issues are limited, although our school population is becoming more multi - cultural.
- Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.
- We involve pupils and families.
- Our Equal opportunities policy allows for the inclusion of all groups.
- We promote British values.

In relation to DISABILITY, our self-evaluation tells us:

- Awareness raised by the PSHE curriculum for all children is good.
- We take account of pupil's experiences and starting points and are responsive to pupil's different learning styles. All pupils are regularly consulted about their learning.
- Our pupils are tolerant and understanding towards pupils with disabilities, particularly those who have A.D.H.D., autism or medical needs due to our open and honest discussion with pupils and parents about individual needs. health □ Our Health and Safety policy meets the needs of individual children.
- Our building is accessible for wheelchair use.
- Our building has an accessible toilet, with a mobile changing table on loan from the Local Authority.
- Our disabled parking spot is used regularly. Our accessible parking bay for people with a disability is used regularly.
- Our SEND Information Report was written in consultation with parents, governors and members of the wider community.

In relation to SEX, our self-evaluation tells us:

- Data shows there is a difference in some cohorts, between rates of progress for boys and girls. □ Data from our SEND register shows a predominance of SEN in boys

In relation to PREGNANCY AND MATERNITY, our self-evaluation tells us:

- Risk assessments for pregnant staff meet the needs of individuals using Health and Safety guidelines.
- Good liaison exists between school and the school nurse, counsellor and other professionals, agencies and support services.
- An overwhelming number of staff return to work at Boreham Primary School following maternity leave.

In relation to AGE, our self-evaluation tells us:

- Staff and Governor age is varied.
- Recruitment is based on ability not age.
- All pupils are expected to work hard and are treated with respect and independence is encouraged regardless of age.
- The school expects high standards of behaviour from all pupils, appropriate for their developmental level.
- The majority of pupils follow through school with the cohort of peers from the same chronological age.

In relation to RELIGION AND BELIEF, our self-evaluation tells us:

- We have a wide and varied curriculum.
- We need to increase our Religious speakers from religions other than Christianity and extend opportunities to celebrate people from other races, religions and cultures. (Black history month)

In relation to SEXUAL ORIENTATION, (including L.G.B.T.), our self-evaluation tells us:

- Pupils and families tend to approach the school to discuss any issues however, through our school values, these issues are addressed regularly with all pupils in an age appropriate manner.

In relation to ECONOMICALLY DISADVANTAGED, our self-evaluation tells us:

- The progress of pupils who qualify for Pupil Premium is already tracked by staff and Governors and forms part of regular discussions with class teachers. Discussions are held with these pupils and their parents as part of our normal reporting processes, with extra meetings if required.
- Further opportunities to develop relationships with school staff and disadvantaged families is key to the progress of disadvantaged pupils.

Boreham Primary School Equality Objectives April 2021 - March 31st 2024					
Equality Focus	Action	Success Criteria	Completion Date	Responsibility	Impact (By March 2021)
Race	To further recognise and celebrate the linguistic diversity in British society by reviewing our current artefacts/resources and reading books / schemes available to the children within the school library and classroom bases as well as ensuring that we increase the number of school displays which promote linguistic diversity.	<p>Our resources and displays reflect the multilingual nature of the wider society.</p> <p>Our school raises the awareness of the similarities and differences between English and other languages.</p> <p>Our pupils have opportunities to recognise the outstanding contributions of people of all ethnicity including African and Caribbean descent during Black History month.</p>	<p>By September 2021</p> <p>October 2021</p>	DHT, RE Subject Lead and SENCo	
Disability	Any training to be disseminated to all staff.	All staff are informed of the most up to date information.	Ongoing	SENCo	

		Whole school staff autism training raises awareness for school staff and governors able to attend.	March 2021		
	Continued deployment of additional support staff for children with disabilities to support safety, accessibility and social development at playtimes.	Children able to have happy and calm playtimes, learn new games and form sustainable friendships.	On-going	SENCo	
	To teach all pupils regardless of disability, SEN or health needs to accept that others may have a different point of view and value diversity.	Children are happy, feel listened to and valued as individuals.	On-going	All Staff	
	To continue to challenge any negativity and discriminatory attitudes from both adults and pupils toward pupils with specific health conditions, disability or SEN.		On-going	All Staff	
	To continue to enable pupils with a disability the opportunity to attend All-Inclusive sports festivals		On-going	SENCo	
Sex and Gender and	Organise homophobic bullying training for all staff.	All staff feel confident in tackling prejudice and using the correct terminology with pupils and parents.	By September 2021	SBM / SENCo	

sexual orientation	To continue to monitor and analyse pupil attainment and progress by gender and act upon any trends / patterns in the data that requires additional support for gender groups.	The attainment and progress of both boys and girls is broadly in line with each other in English and Maths.	Termly Pupil Progress meetings.	SLT / Class Teachers School Assessment Lead	
	Monitor and analyse pupil	Both boys and girls participate	Termly Monitoring	PE Subject Lead	

	participation in extra-curricular activities.	in extra-curricular activities.	Form		
Religion and Belief	To continue to foster curiosity and develop a respectful attitude towards other faiths by increasing our Religious speakers from religions other than Christianity. To continue to celebrate people from a range of ethnic backgrounds and cultures	Children have a range of cultural experiences and gain first-hand experience of different cultures, religions and customs, including Black history month	On-going October 2021	RE Subject Lead	
Economic Disadvantaged	Ensure that the school has a named 'Disadvantaged Champion' who has attended appropriate training.	The school has an experienced and trained member of staff who is able to lead on, disseminate and advise teaching staff on 'disadvantaged pupils'.	3 rd March 2021	PPG Manager	
	Fully review our PPG Annual Strategy document to develop a long term strategy based upon the development of relationships, early assessment and language development	Our Annual PPG Strategy has been fully reviewed, ratified by the FGB and re-published on our school website.	By April 2021	PPG Manager /SLT PPG Governor	

	Identify any economic disadvantaged pupils who require additional support both academically, socially and emotionally via the 'Covid Catch Up' government funding. Update disadvantaged pupil case studies and individual pupil passports to evidence impact to date.	The attainment and progress of our disadvantaged pupils will improve, resulting in a greater % achieving age related expectations in English and Maths.	Termly Pupil Progress Meetings	PPG Manager /SLT	
	To ensure all parents feel respected and are fully aware of the benefits of the Pupil Premium funding for	Economically disadvantaged families feel well-supported and informed by the school.	On-going	PPG Manager / Head teacher / SBM	

	their children and complete relevant paperwork.				
Boreham Primary School Accessibility Plan April 2021 - March 31st 2024					
Target	Strategies	Success Criteria	Completion Date	Responsibility	Impact (By March 2021)
Access to the curriculum	Identify new pupils with needs.	Any new pupils who join the school have their needs met accordingly. Liaison with feeding preschools/schools/provisions, parents and professionals as required	Ongoing for midyear applications and annually in September for Early Years intake.	SENCo / SLT	

	Regular review of our published school curriculum and the needs of all current pupils, including classroom layout, sensory needs and resources including IT.	Our school curriculum continues to meet the needs of all pupils.	Termly Pupil progress meetings Transition meetings Complete Trauma, Perceptive Practice CPD	Class Teachers / SLT SLT Head teacher & SENCo - Summer Term 2021	
	Continue to ensure close working relationships with parents.	Annual survey continues to reflect the school's strengths in maintaining strong relations.	Annual Parent Survey Home Visits (EYFS) Parent Consultations School Induction School Newsletter School Website	SLT EYFS Lead Teaching Staff SLT Head teacher Head teacher	
	Continue to ensure close working relationships with relevant outside agencies.	The school's outreach work and relations with all external partners remains a strength.	On-going	All external partners and staff	
	To be fully inclusive (ie) trips, residential visits, extra-curricular clubs, special visitors and events, pupil leadership roles.	All pupils are able to participate in all school events and opportunities.	On-going	SLT	
	Ensure that One Planning specifies clear "reasonable adjustments".	All One Planning is clear and understood by all involved.	On-going	SENCo	

	Ensure that Health care plans are clear and precise, working in partnership with health professionals	Medical plans are clear and understood by all involved.	On-going	SENCo	
Access to the Physical Environment	Ensure that all entrances and exits (including fire exits) are accessible to all pupils, staff and visitors.	<p>All entrances and exits are accessible for all pupils, staff and visitors, including for evacuation purposes.</p> <p>Nominated staff to attend up to date Fire Marshall training.</p> <p>Nominated staff to attend Fire Inspection Training</p> <p>Maintenance of fire alarm panel.</p> <p>Specific individual pupil risk assessments reviewed annually</p>	<p>Termly Health & Safety Inspection</p> <p>26th March 2021</p> <p>24th February 2021</p> <p>April 2021</p> <p>September 2021</p>	<p>Head teacher / SBM / Caretaker / H & S Governor</p> <p>Head teacher Caretaker Senior TA & MDA</p> <p>Head teacher & Caretaker</p> <p>SBM</p> <p>SENCo</p>	
	Ensure external ramp access to demountable classroom is in good order. <i>(Re-strengthened in August 2020)</i>	Ramp to demountable classroom is in good working order.	Termly Health & Safety Inspection	Head teacher / SBM / Caretaker / H & S Governor	
	Insert wooden ramp to decking base for the Boreham Bio-dome.	All pupils, staff and visitors can access the Boreham Bio-	June 2021	Head teacher / SBM	
		dome.			

	Nominated staff to complete Health & Safety refresher training.	The named staff for Health & Safety have received up to date training.	July 2021	Head teacher / SBM	
Access to Information	To review use of written materials to pupils to meet their needs (ie) dyslexia friendly, large print, coloured paper, overlays, picture/symbols, visual timetables, key vocab in first language etc.	All pupils can access written materials which meet their needs.	On-going	SENCo	
	To investigate the possible need for alternative forms of communication for parents/carers with disabilities/additional language in order to support pupils learning.	All parents/carers can access written materials which support pupils learning.	Annual Parent Survey Website Review	SLT SLT	

Monitoring and Review

The Equalities information and Accessibility Plan fulfils statutory requirements. As it is a public document, the school governors publish it by making it available on request and on the school website.

This document and its action plans will be kept under regular review for three years and an annual report will be presented to the school's governing body.