

Equality and Diversity Progress Report 2016

The Equality Act 2010 has streamlined all previous legislation into a single act.

The aim of this report is to outline the progress by Bedgrove Infant School against the key areas Identified.

Eliminating discrimination and other conduct that is prohibited by the Act

The school does not tolerate any kind of discrimination and works closely with other agencies to ensure that all children are given the same platform to perform on. Bedgrove Infant school is working towards ensuring that staff, children and parents all have access to the same resources and information. To ensure that equality is maintained throughout the school the progress and attainment of the children is monitored on the school tracking system.

Our Policies expressly note the importance of avoiding discrimination, victimisation, harassment and any other prohibited act. The Curriculum committee ensures that the policies are reviewed on a regular basis, implementation is monitored by the governors and new policies are adopted.

This year the following policies were reviewed:

- Child Protection
- Packed Lunch guidelines
- Equality Policy
- Special Educational Needs and Disability
- Teaching and Learning Policy
- The Website Audit has been carried out.
- PE questionnaire to review and ensure sports were accessible to all
- Parent Evening questionnaires-to ensure that parents are able to address any concerns
- The Personnel Committee monitors the implementation of all HR policies and ensures the school meets its duties under the Act, in respect of employment.
- Some governors have attended the Equal Opportunities training along with teachers.

Advancing equality of opportunity between people who share protected characteristics and people who do not

The school is an Equal Opportunities employer and follows the school Equal Opportunity policy during the recruitment and training process. Everyone is given a level plain field and reasonable adjustments are made for those with protected characteristics if needed.

- The school has been very proactive this year in advancing equal opportunities between the groups. The PE audit was conducted to ensure that there are activities that are accessible to all regardless of disability. The school also has outside agencies that come in to school and work with children with language difficulties, behavioural issues and physical education.
- The teachers are trained in restraint of children with behaviour issues, some teachers have attended training on Radicalisation, Equality and Diversity Staff are regularly trained and updated on policy changes within the school and new policies are formulated to ensure that equality is maintained and all staff are aware of any changes.
- Values Assemblies are held which encourage the children to be tolerant and accepting of others. The school value mission statement also encourages equality.

- In the hall the school displays the school mission statement along with paintings and pictures of diverse children. Once again the display encourages advancement of equal opportunity and unity. Thus providing a fantastic foundation to build on equality and diversity. Educating children in the way they see things and think. Thus creating an environment that advances Equality.
- KS1 has adopted a new electronic system that has enabled teachers to identify gaps in learning so that support can be provided where it is needed ensuring that equality is maintained.
- The school celebrates diverse cultural events such as Diwali, Chinese New Year, Christmas, and Eid.
- The newsletter for the summer term mentioned the dates for Eid and also printed other celebrations around the area and Islamic Art events that parents could attend regardless of their race, religion. Once again advancing equal opportunities by educating and including all the school community in the celebrations.
- The school at the moment has a paper system for recording racist incidents If an incident is investigated and found not to be racist it is not included on the racist incident register. A signed copy by the parent is kept on file which states it was not a racist incident along with facts of the case. However I understand from Julie Lawrence that a new computer program will be installed, on which it may be possible to record all incidents as they happen as racist and if it is deemed after investigation that it is not racist than the out come will be recorded next to it. The idea is to have transparent record of events that take place in school. It also allows the school to focus on any issues that arise so they can be addressed quickly and effectively. It encourages dialogue and highlights any area where further work may be needed. The school has not experienced any racist incidents this year.
- I also understand that the school may be reporting incidents of racism even if there were no incidents in the year to Yvette Thomas at Bucks County Council. As this is good practice.
- In order to further advance equal opportunities the school is looking into initiatives like show Racism the red card to educate and teach the children about racism- but not sure if any places are left or if it is age appropriate; Julie to look into it.
- All staff recruitment is subject to schools equal opportunities Bedgrove Infant school operates an equal opportunities policy and this is specified in all the documentation.
- The curriculum committee is responsible for reviewing and updating policies, ensuring that they are fair and non discriminatory.
- Financial help from the Pupil Premium allocated monies is used to close gaps between specific students and their peers for example to ensure equality of access to extra curriculum at the discretion of the SLT.
- Consideration of the needs of the pupil with SEND is made to enable access and inclusion to extra activities at the discretion of the SLT. The number of children with SEN has increased this year due to new children with SEN moving into the area. The school works closely with outside agencies by making referrals for professional agencies and ensuring that the children are supported. Currently the school has one child with EHC plan who joined the school summer 2016. The plan is reviewed before the end of summer term.

- Three children have had EHC plans refused however the school has arranged for way forward meetings for each of the children to ensure that these children are given the support required to address their specific needs to allow them access to the same opportunities and challenges as those that do not share the protected characteristics.
- Teachers use assessment data to adopt and modify their planning and teaching to ensure that all children are given a level plain field to perform on, regardless of their protected characteristics. This ensures that all children make the progress they are expected to make and are able to access the curriculum and learning.
- Regular visits are made by the governors to the school to monitor and evaluate and to ensure that the school meets its obligations under the Equal Opportunities Act.

Fostering good relations across all characteristics – between people who share a protected characteristics and people who do not share.

At the heart of our schools approach to behaviours is set of core values which underpin behaviour and attitude expectations of all members of the school community. The Values advance equality and foster good relationship across the school. Children are inspired and encourage to understand others and respect different cultures and beliefs. They are encouraged through the values to understand what is right and what is wrong and the importance of doing the right thing.

Extension of the values is carried out by conducting assemblies linked to the values which link real stories to real life situations.

- A values assembly was held this year for parents.
- The school has good mix of parent helpers who help the school with various task within the classroom, translating and by carrying out admin tasks.
- The school has also carried out various questionnaires this year including PE and after parents evening to ensure that the need of the children and parents are met across the board
- Handwriting event was held for parents which also addressed the difficulties that some children may have with writing because they belong to a protected group. Advice was given to parents on how the children could strengthen their muscles to aid with a grip on the pencil and writing in general. Various aids were shown that could support children with writing difficulties and after the assembly teachers were available to answer any questions that parents had and material that aid handwriting was displayed.
- SPaG curriculum evening for parents was held in the Spring to keep parents informed of SLP targets and initiatives.
- SATs evenings and phonic screening evenings have been held.
- A cross section of parents attended the assembly.
- The PSHE and RE curriculum covers issues relating to bullying and raise awarness of different faiths, beliefs and their tradition and celebrations.
- The school celebrates other religious celebrations as well as enhancing British values.
- British values have been celebrated at school in various ways through out the school including during sport day.
- On 21/3 and 22/3 British Values assemblies were held
- The school has links with schools and colleges from different social and cultural backgrounds (eg Elmhurst Primary, Disraeli Primary, Broughton Infant, Booker Park and the Broughton Infant, Meadow Academy)
- Regular charity events take place each year.
- The school has a teaching assistant allocated to support those children whom English is not their first language, children in receipt of Pupil Premium money and to support children with special needs.

- Links with the Sure Start Children's Centre continue with courses offered to for parents on behaviour management and parenting skills.
- A Service Children Support Network visits the school to meet with children from service families and their parents

As the Equal Opportunities and Diversity Officer I have visited the school during the beginning of the school year and in the Spring term. I found the school to consist of diverse work force and the children that I observed around the school integrated well into mixed groups. The names displayed with the children's work enabled me to come to the conclusion that the work was from a diverse range of children who were not all white and middle class.

I attended the handwriting event at the school. Once again the school had the support of diverse group of parents that were representative of the school (with exception of fathers which, due to the timing, were very limited). The school values are enshrined in the display in the hall and throughout the school which supports equality of opportunity and enhances diversity by educating the children to accept others for whom they are and respect cultures, religions and different languages.

In my recent discussions with Julie Lawrence we spoke about using language, the impact of language and equal opportunities. By this I mean when we give children examples we can use different names that are representative of the community ie Mohammed, also when we give children maths example we can use exotic food representative of a community ie chapattis. This is important because it provides a foundation for equality and provides the children with awareness of different food linked to other cultures.

The school is very active in trying to engage feedback from parents; a parent survey is on the school web site for parents to complete. Any one having any difficulty can contact the school and the school will help the parents to complete the survey.

Under the lunches tab the new kitchen team is introduced along with the lunch time menu which is diverse and meets the needs of the school community. Vegetarian options are available for those that are unable to eat meat for religious or cultural reasons. To allow everyone access to the food the lunch menu offers a salad bar for those with allergies and also fresh fruit and water. In addition to this, milk and bread is offered daily to the children. The school has explored all avenues to ensure that all the children at the school are given a fair opportunity to access the food regardless of their protective characteristic.

The school website is very comprehensive and includes all the school policies, school learning plan, pupil premium PE and sport premium, special event, lunch's overview of Key stage 1 overview of early year's foundation, information about the PTA. It also introduces the school staff and the governors, thus allowing parents access to equality of information.