

Equality Audit and Action Plan for



Broad Oak Community Primary School



Equality, Accessibility and Cohesion Audit and Action Plan

This audit identifies and sets out how Broad Oak Community Primary School will work to eliminate unlawful discrimination, harassment, and victimisation; advance equality of opportunity and foster good relations between different groups within the local community. The outcome of the Equality, Accessibility and Cohesion Audit should be reported to the school governors, and the tasks and priorities identified should be used to develop an Equality Policy Action Plan for the School. School governors should monitor progress against the actions within the Equality Policy Action Plan at least annually.

How to understand the audit

To audit uses statements as prompts for schools to grade themselves against, schools tick the relevant box based on the evidence they have. The boxes are coded as follows:

- A = we are confident about this; work has already been done in this area and is ongoing
- B = part isn't complete yet, but we know what needs to be done and how to go about it
- C = we still need to do work on this area and to identify our initial priorities

We have used the 'Evidence' column to identify or make cross-reference to our own examples of existing good practice.

Our aim is to be able to tick the A box for every section, so we will use the 'Tasks and priorities' column to identify the next step towards this.

Broad Oak Community Primary School Equality, Accessibility and Cohesion Audit

Last updated: Autumn 2021

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
Legal compliance						
1. The school has produced, published, and maintains an up-to-date Equality Policy, Equality Objectives and Action Plan.	✓			<p>The Policy was reviewed and will be ratified at the full Governing Body meeting on 17th January 2022</p> <p>The policy is published on the website.</p> <p>Equality Objectives and action plan were reviewed Autumn Term 2021</p>	<p>Policy to be reviewed Autumn Term 2024 To be reviewed and ratified every three years</p> <p>The Equality, Accessibility and Cohesion Audit and Action Plan will be reviewed annually.</p>	<p>Deputy Headteacher, Governors Jan 2022</p> <p>DHT Annually in the Autumn term.</p>
2. To demonstrate compliance with the general equality duty across its functions, the school has published on the school website its: (i) Equality Policy (ii) the outcome of the equality, accessibility and cohesion audit and action plan, and (iii) Equality Objectives	✓			<p>Policy, equality objectives and audit action plan are all published on the school website.</p>	<p>The Equality, Accessibility and Cohesion Audit and Action Plan will be reviewed annually.</p>	<p>Deputy Headteacher. Autumn term 2021</p>
3. Governors receive an annual report on progress against the School's Equality Policy, Equality Objectives and Action Plan.	✓			<p>The reviewed action plan will be discussed, and the policy will be reviewed and ratified at the Full Governing body meeting on 17th January 2022</p>	<p>Ensure the policy and action plan are included on the agenda for the spring term Governors meeting annually.</p>	<p>Clerk to the Governors - Annually</p>
4. Equality impact assessments are used inform all key decisions on policies, practices, and contract commissioning	✓			<p>The local Authority ensures all template policies in relation to education provision and employment have been informed by an equality impact assessment.</p> <p>All other policies include an equal opportunities section.</p>	<p>Continue to ensure we comply.</p>	<p>School Business Manager</p>
5. The equality implications are explicitly and clearly stated within all key decisions taken by	✓			<p>The governing body has formally adopted all policies which have</p>	<p>Continue to ensure we comply.</p>	<p>Governing Body Ongoing</p>

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
the governing body				been recommended by the Local Authority. All other policies are discussed including the section on equal opportunities. The equality policy is adhered to during all recruitment.		
6. Governors are confident that they understand the equality implications of a key decision (i.e., on policy, practices, and contract commissioning); at the time that the decision is taken		✓		All Governors to complete equality and diversity training during Spring Term 2022	Continue to ensure training is up to date for all Governors. Training to be completed every 3 years. All policy and procedure updates to be shared with Governors through Governor Hub.	School Business Manager Governors
The context of your school						
7. Training on the Equality Legislation is given to all members of governing body.	✓			School subscribes annually to the Governor services electronic training programme. All Governors will complete equality and diversity training during Spring Term 2022 Updates to legislation will be shared through Governor Hub.	Ensure all Governors have access to GEL Ensure new Governors complete the unit as part of their induction.	School Business Manager Governors
8. Training on the Equality Legislation is given to all school staff.	✓			All staff completed the Educare: Equality and Diversity Programme – Autumn Term 2021	Ensure new staff complete the unit as part of their induction. All staff to undertake training every three years.	School Business manager. Within 1 week of appointment.
9. The general duty of the Equality Act 2010 is embedded with the School's "Codes of Conduct" for pupils and staff.	✓			Adopted Local Authority Policy (see website)	Policy updated at least every 3 years.	Governors 3-year policy cycle

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10. The duty not to discriminate, harass or victimise as set out in the Equality Act 2010 is explicitly embedded with the Pupil Home/School Agreement.		✓		Home/school agreements promote the values of the school. Currently being updated.	SLT – Behaviour and attendance to review the HSA and produce a new version including and equality and diversity section. Home School Agreement will be reissued to all families.	Pastoral Team SLT - SM
11. Pupils and parents are informed about the School's Equality Policy, and their responsibilities have been made clear	✓			Policies are on the school website. Included in new intake induction pack.	Keep the policy updated.	SLT Ongoing
12. The school has systems in place - for staff, parents, and pupils - to actively identify, record, manage and monitor the frequency and nature of hate incidents, hate crime, discrimination, bullying or harassment	✓			The school has introduced CPOMS to record all incidents across the school.	Pastoral team to monitor and analyse incidents from CPOMS Continue to follow LA policy and procedures.	Pastoral Team SLT
13. The school's Anti Bullying Policy includes discrimination, harassment, victimisation, hate incidents and hate crimes	✓			This is included within the behaviour policy.	The policy is up to date.	Governors 3-year policy cycle
14. The school is confident that disabled pupils can take advantage of the education and benefits, facilities, or services it provides or offers.	✓			Pupils with disabilities are included in all aspects of school life including P.E. and sports. Provision for disabled pupils is reviewed at half-termly Pupil Progress Meetings, termly SEN Multi-Agency Planning and Consultation meeting and at Annual Reviews where appropriate. See the above documentation.	As service users with different needs join our school, we will meet their needs wherever is reasonably practical. To continue to liaise with a range of multi-agency professionals to ensure that the provision at Broad Oak is tailored to meet the needs of individual pupils.	SENCo Team
15. The school is confident that disabled pupils and their families have equality of access to information which the school produces (e.g.,	✓			School information is produced and provided in a number of different mediums e.g., newsletter, text	SENCo to keep SEN register up to date to ensure that families receive the correct information in good time.	SENCo Team SLT

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newsletters, guidance, advice, website, etc.)				<p>message to ensure that it is accessible to all.</p> <p>These are translated for EAL families when needed.</p> <p>Information specifically targeted at disabled pupils and their families is provided when received e.g., parent partnership, Advanced Solutions. Parents are also signposted to these agencies for additional support when necessary.</p> <p>The school website details the SEN Policy and Local Offer.</p>	SENCo to routinely update the SEN Policy and Local Offer to ensure that it is can effectively signpost families.	
16. The school has published its “local offer” detailing relevant services available for children with disabilities and / or Special Educational Needs	✓			The Local Offer is published on the school website.	Keep updated annually	SLT SENCo Team
17. The school contributes appropriately to Pupil Education, Health and Care Plan	✓			<p>School currently have 7x children with EHCP.</p> <p>All timescales for review and advice are adhered to.</p> <p>Regular monitoring procedures ensure that EHCP targets are being considered when planning for individual pupils.</p>	<p>To continue to work within the timescales provided by the Local Authority to review EHCP annually.</p> <p>To continue to regularly monitor provision for children with an EHCP to ensure target are achieved within the recommended period.</p>	SENCo Team
18. The school provides parents, carers, and guardians of “pupils with Education, Health and Care Plan” with information on how to access St. Helens Special Educational Needs and Disability Information, Advice and Support	✓			The Inclusion section of the school website is kept up to date with all correspondence advertising IASS events, parent groups the ADDvanced Solutions links and	To continue to provide contact details for IASS on the school website and within the SEN Policy.	SENCo Team

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Services (St. Helens IASS).				<p>newsletters.</p> <p>School operates a 'keyperson' system to ensure that parents of children with an EHCP are touching base with a member of school staff each day to pass on key messages.</p>		
19. The school's Self Evaluation Process contains judgments about how well the school promotes equality and cohesion.	✓			Good OFSTED judgement and very positive parental questionnaires.	Continue to meet the needs of our community.	SLT Ongoing
Monitoring and impact assessment						
20. The school has an accurate, up-to-date profile of its pupils, staff and governors by age, race, gender, religion, sexual orientation, and disability	✓			<p>All recruitment applications for staff have included an equal opportunity form which is sent back to the Local Authority.</p> <p>Governors fill out the local authority forms.</p> <p>The agreed St Helens pay policy contains a section to gather all this information.</p> <p>Pupil's data is stored on SIMS.</p>	Completed annually.	SLT
21. The school has a list of policies that they will Equality Impact Assess (EIA), and a schedule for the completion of these EIAs		✓		All policies are reviewed between 1-3 years.	Equality Impact Assessment will be discussed prior to the reviews of all policies.	Governors SLT
22. Monitored data is analysed to identify disparities for protected characteristics, and the possible causes.	✓			We follow all Local Authority procedures and return all statistical information.	The recruitment process ensures this is completed through data collection.	This is completed by the LA
23. The results of equality monitoring and equality impact assessments inform policies, INSET priorities, curriculum reviews and school development planning.	✓			Self-evaluation process informs all future policies.	Continue to monitor impact when new policies are adopted, or other policies are reviewed.	Governors Every 1-3 years

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24. The school systematically monitor, review, and record the progress of pupils with Education, Health and Care Plans or Individual Education Plans (IEP)	✓			All IEP'S are monitored at least half-terminly. Children with additional needs are discussed at half termly pupil progress meetings. EHCP are reviewed annually and consider advice provide by multi-agency partners.	To continue to work within the timescales provided by the Local Authority to review EHCP annually. To continue to regularly monitor provision for children with an EHCP to ensure target are achieved within the recommended period. SENCO drop ins.	SENCo Team
25. The School has embedded the duties of the Equality Act 2010 within its contract provisions and procurement processes	✓			We take on board Local Authority policy recommendations.	None	None
Sense of belonging						
26. There is a strong sense of children's rights and responsibilities in the school regarding equality, diversity, and community cohesion	✓			Children are given responsibilities such as - Head boy and girl, senior prefects, late monitors, school council, ECO warriors, etc.	Continue	SLT Pastoral Team
27. The school has considered its role in serving the needs of any groups new to the community, and where appropriate has worked with others to meet these needs	✓			The needs of the community are at the centre of everything the school does. When groups new to the community arrive, the school offers tours of the school, coffee mornings for EAL families etc.	Continue to support all our families.	All Staff
28. The school works with parents of children with special educational needs as equal partners in their child's education.	✓			SEN drop ins Daily contact with a practitioner or 'keyperson' as appropriate. Half termly IEP/IBP reviews alongside parents/carers. Parental meeting with SENCo when required.	Continue with this practice.	SENCo Team
Teaching learning and curriculum						
29. The curriculum is regularly assessed to ensure that it promotes equality and cohesion for all	✓			School follows the new Primary Curriculum including PATHs / RSE	All policies reviewed every 3 years.	All staff

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protected characteristics				lessons.		
30. The school takes steps to increase the extent to which disabled pupils can participate in the curriculum.	✓			<p>All adaptations have been made to include all children whenever reasonably possible.</p> <p>Curriculum enhancements are also offered to best meet the needs of children with disabilities e.g., weekly hydrotherapy sessions, laptops provided, voice activated technology, workstations, wobble cushions etc.</p>	To continue with the good practice, responding to the developing needs of individual children.	SENCo Team
31. The school responds to individual needs at all levels through appropriate differentiation of the curriculum.	✓			All curriculum planning is designed to meet the needs of all our children.	Continue to plan and assess in this way.	Class teachers
32. The school implements appropriate group and individual intervention programmes to address learning difficulties.	✓			<p>School intervention Provision Map reviewed and updated half termly.</p> <p>Interventions are rated according to their effectiveness and impact and adapted accordingly.</p>	Continue to identify need through pupil data and pupil conferences.	Class teachers, ongoing SENCo Team
33. Children who are new arrivals are welcomed and inducted into the school so that they settle quickly.	✓			<p>All new children will have a pre-meeting with the Head/Deputy, this will include a tour of the school and being introduced to their class and class teacher.</p> <p>Children are met on their first day by the Head/Deputy or a member of the office staff and walked to class. Good role models paired with new starters to welcome them and help them to settle into our Broad Oak Family</p>	None	Head/Deputy Class teachers and Learning Assistants
34. Funds devoted to the needs of children with EAL (English as an additional language) are monitored and evaluated for impact on the	✓			School pays a service level agreement annually to have this service.	None	All Staff

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identified children						
35. Governors can identify examples of reasonable adjustments made at the school	✓			Governors discuss all building project work within the school ensuring they are all DDA compliant. The school curriculum is discussed with governors at meetings throughout the year.	None	Governors
36. Governors can identify examples where different cultures, religions and beliefs are respected and appreciated	✓			Other values and cultures are embedded into the curriculum through visits and visitors. Governors are allocated to a phase and complete phase meetings each half term.		All staff
37. The governing body knows how the school tracks relative underachievement by race, disability, and gender, and how successful this has been	✓			All data is presented to Governors. This includes the categories named as well as vulnerable groups.	Continue to present data at least annually.	Head/Deputy
38. The school is confident that where possible excluded or self-excluded pupils are successfully re-integrated	✓			The school works closely with the behaviour improvement team to try and avoid any exclusions.	None	None
39. The systems in place to monitor hate incidents, hate crimes, discrimination, bullying or harassment, if used, have been successful	✓			Policies are followed rigorously with any incidents being reported on CPOMs, with all senior staff being alerted.	Continue to follow policy.	SLT Pastoral Staff
40. Staff have monitored discipline and exclusion patterns to highlight groups and where relevant have discussed these with the governing body	✓			The behaviour of pupils at Broad Oak is good. Governors spend time in school and see this in action, this was also highlighted in our last OFSTED report.	None	None
Equity and Extended Services						
41. The school's Self Evaluation Process contains judgements on the contribution parents and other communities makes to pupils' learning and well being	✓			A strong feature of our school. All stakeholders involved in SDP and contribute through questionnaires.	Continue annually.	All Staff

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42. The governors know of the impact of: <ul style="list-style-type: none"> • Partnership arrangements with other schools • International links • Use of shared facilities • Opportunities for intercultural activities 	✓			Governors are made aware of all links with other schools The school is a member of the Octagons school to school support network.	Continue with successful partnerships.	None
43. The governors know how funds such as-Pupil Premium have benefited children.	✓			All minuted in GB meetings and available on the school's website.	Ensure Pupil Premium Report is updated annually and placed on the school website for public access.	Head/Deputy Annually
44. Governors used the criteria in the Strengthening Community section of the Head Teachers National Standards when appointing a new head teacher and/or refer to these in setting objectives in performance management	✓			Successful appraisal of the headteacher. External consultant used to guide governors through the process.		Governors Appraisal Team