



BOYNE HILL CE VOLUNTARY CONTROLLED INFANT AND NURSERY SCHOOL

EQUALITY OBJECTIVES

Boyne Hill CE Infant and Nursery school is a Church of England school and our ethos embraces diversity and equal opportunities for all. We make all members of our school community feel welcome irrespective of race, gender, religion, age, sexual orientation, disability or social standing.

We promote equality and are committed to providing equal opportunities which permeate every aspect of school life. By supporting the spiritual, moral, social and cultural development of our pupils through all appropriate curricular and extra-curricular opportunities, we help them to understand ways in which difference and diversity can be celebrated and inequality and prejudice combated.

We have high ambitions for all our pupils and are committed to responding to their diverse needs, helping them to overcome potential barriers to learning. Those who attract the Pupil Premium funding and those with Special Education Needs or Disabilities, are supported and encouraged to participate and achieve in every aspect of school life. The additional funding is used to provide children who are vulnerable to under achievement with the support they need, both academic and pastoral, to help them achieve their potential.

Context

Boyne Hill CE Infant and Nursery school is a two form entry school with a nursery. The school offers a fee paying Breakfast Club from 7:45am and After School Club until 6:00pm. The hall is available to hire for community use most evenings and weekends and the dining room at weekends only. The school buildings are all on ground level with the exception of the SENCO and Site Manager's rooms. There are two toilets suitable for disabled use.

Whilst the buildings are Victorian, they are well maintained and all classrooms are wheelchair accessible, for some via an indirect route. Main access to the Foundation Stage (Reception) garden is down small steps but access can also be arranged through the small intervention room or side gate.

Characteristics – November 2025	Total	% / further information	
Number of pupils on Nursery roll	18	33% Female	67% Male
Number of pupils in FS2 & KS1 on roll	170/180	52% Female	48% Male
Number of staff	42	95% Female	5% Male
Number of governors	9	67% Female	33% Male
Religious character		Church of England	
Attainment on entry into FS2		Attainment on entry is broadly below the age related expectation	

Mobility of school population		Mobility is fairly low
Pupils eligible for FS2/KS1 PP	15	9% of cohort
Pupils eligible for Early Years PP	0	
Pupils eligible for PP+	0	
Disabled staff	0	
Pupils on SEND Register total	20	SLCN NEEDS/ASD/SEMH/PHYSICAL/other
Pupils (SEND-Medical)	3	
Pupils with an EHCP	4	
Pupils who speak English as an additional language	91/188	48% of whole school cohort – 30 different first languages.
Average statutory attendance rate	93.7%	As at 18.11.2025
Awards, accreditations, specialist status		Ofsted Good in all areas (October 2024) SIAMS Good (2019) Communication Friendly School status. Attachment Aware School status Silver KS1 Active Stars Award Rising Stars Reading Planet Partner School Asthma Friendly School status

Legal Background

Public Sector Equality Duties (PSED)

Our school is committed to meeting its public sector statutory duties. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

Protected characteristics

The Equality Act 2010 protects pupils or prospective pupils from discrimination or being treated less favourably because of their:

- Disability
- ethnicity and race
- gender (sex)
- gender reassignment
- religion and belief
- sexual orientation

At Boyne Hill CE Infant & Nursery School we implement accessibility action plans which are aimed at:

- improving access to the curriculum for pupils with a disability
- improving the physical environment to enable disabled pupils to take better advantage of education, facilities and services provided
- improving the availability of accessible information to disabled pupils and their families

General duties

Disability general duty – *Disability Discrimination Act 2005*

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to consider people's disabilities

Gender general duty – *Sex Discrimination Act as amended by the Equality Act 2006*

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- Promote equality of opportunity and good relations between women and men, girls and boys

Race general duty – *Race Relations Amendment Act 2000*

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

Community cohesion duty – *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to develop the skills of participation and responsible action. We are committed to following DfE guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping

- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve their full potential in English

Specific duties: disability, gender and race

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme.

Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Action Plan. Our school equality scheme will be published on our website and reviewed every 3 years.

ACCESSIBILITY ACTION PLAN - 2025 to 2028

This Accessibility Action Plan is compliant with current legislation and the requirements as specified in Schedule 10 of the Equality Act 2010. The Board of Governors, supported by the Head Teacher and staff, is responsible for ensuring the implementation and review of this Accessibility Action Plan over a 3-year period.

It is structured to complement and support the school's Equality Objectives and will be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon compliance with that duty.

We are committed to providing an environment that:

- enables full curriculum access
- values and includes all pupils, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs

We are also committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to promoting a culture of inclusion, support and awareness within the school.

Boyne Hill CE Infant & Nursery School's Accessibility Action Plan shows how access may be improved for disabled pupils (if appropriate), staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils. It covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits and it also covers the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum within a reasonable timeframe
- improve access to the physical environment of the school, adding specialist facilities as necessary within a reasonable timeframe
- improve the delivery of information to pupils, staff, parents and visitors with disabilities as and when is necessary

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Action Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- Staff Development Policy
- Health & Safety Policy (including educational visits)
- School Development Plan
- Asset Management Plan/Conditions Survey
- Ethos and Aims
- The Equality Objectives

The Accessibility Action Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the Governing Board. It may not have been feasible to undertake all of the works during the life of the previous Accessibility Action Plan and therefore some items will roll forward into this Plan.

The Accessibility Action Plan will be monitored through the Governors' Teaching & Learning Committee.

The Accessibility Action Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Improving access to learning for all pupils

The range of needs is diverse and varies from one year to the next. The review information is updated annually. Last reviewed March 2024.

Priority issue and objective	Protected characteristics	Task	Timeframe	Review progress on Plan since 2025
To increase staff knowledge and skills in specific areas of difficulty experienced by some pupils	Race Disability Gender Age	Continue to access appropriate training as and when a specific need arises.	On-going	
To ensure appropriate support is in place to allow all children full curriculum access	Race Disability Gender Age	Maintain up to date pupil provision maps and monitor the impact of interventions.	On-going	
To ensure that those supporting children with ASD have the appropriate training	Race Disability Gender Age	Explore courses available and target specific staff appropriately.	As soon as needed	
To ensure that an appropriate number of staff receive up to date training for Asthma, Epilepsy and Severe Allergic reaction	Disability	Book regular training made available through the Berkshire Healthcare NHS Foundation Trust.	Every year if possible	96% of staff have completed training in Asthma and the school achieved the Asthma Friendly School Award.
To provide regular access to resources that reflect a multi-cultural society	Race Religion or Belief	Ensure that resources include positive images of black and minority ethnic children. Ensure that reading materials reflect our multi-cultural society.	On-going	Small world toys, role-play resources and guided reading books reflect multi-culturalism. Dressing-up clothes reflect multi-culturalism. Books purchased for class reading boxes which reflect multi-culturalism.

Accessibility

Priority issue and objective	Protected characteristics	Task	Timeframe	Review progress on previous Plan
To ensure all steps and any potential trip hazards are highlighted	Disability	Site Manager to use white paint to delineate all steps and trip hazards	On-going	
To create a purpose built and accessible library in the playground to enable daily access for all pupils	Race Disability Gender Religion or Belief	To obtain quotes and plan for installation	By August 2027	

	Sexual orientation Age			
To ensure equality of access to lunchtime and after school clubs and wraparound care	Race Disability Gender Religion or Belief Sexual orientation Age	To provide support for pupils who need it to enable them to attend	On-going as the need arises	KidsTime is available to all pupils (unless in nappies for reasons other than medical or disability). Lunchtime clubs are available to all pupils in KS1.
To make the playground toilet area more easily and independently accessible	Disability	Create a toilet specifically for disabled pupils within the outdoor toilet area	July 2027	Steps and toilet seat are in the disabled toilet areas within the dining room and main school already.

Staff development

Priority issue and objective	Category	Task	Timeframe	Review progress on previous Plan
Continue to provide equal opportunities for all staff in terms of professional development and training	Race Disability Gender Religion or Belief Sexual orientation Age	Ensure all members of staff have participated in an appraisal process and have been given the opportunity to identify personal development points.	On-going	Completed on an annual basis.