

Heath Lane Nursery School



SINGLE EQUALITY SCHEME (including Accessibility Plan)

Review Date	Date Approved by Governors	Next Review Date
March 2014	April 2014	January 2016
June 2016	13th July 2016	Summer Term 2018
Summer 2018	2 July 2018	Summer 2020
Autumn 2020	11 February 2021	Autumn 2023

SINGLE EQUALITY SCHEME

Vision and Values

Our equality vision and the values that underpin school life.

We maintain that all children are equal regardless of race, sex, culture, class, religion or disability. The experiences that each child brings to the nursery will be valued equally. All staff are committed to identifying and meeting individual children's needs positively. We will ensure that every child has equal access to a broad and balanced nursery curriculum. The school has a strong tradition of promoting positive attitudes to special educational needs and disabilities. Children are encouraged to respond positively to the needs of others. We strive to give all children the opportunity to experience a range of rich experiences and follow their interests as they arise.

We are committed to ensuring that every member of the community feels valued, enabled and enriched. We are committed to the equality of education and opportunity for all children, staff, parents and carers, irrespective of race, gender, gender identity, sexual orientation, disability, faith, religion or socioeconomic background. We aim to develop a culture of inclusion, diversity and community cohesion in which all those connected to the centre feel proud of their identity and able to participate fully in the life of the school.

The achievement of children and families will be monitored in a range of ways including by the protected characteristics listed below and we will use this data to support children and families, raise standards and ensure inclusive teaching, support and learning. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and create an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Core Principles:

In fulfilling our legal obligations we will be guided by nine core principles:

Principle 1: All learners are of equal value.

Principle 2: We recognise, welcome and respect diversity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

Principle 4: We observe good equalities practice, including staff recruitment, retention and development.

Principle 5: We aim to reduce and remove existing inequalities and barriers.

Principle 6: We consult and involve widely.

Principle 7: We strive to ensure that society as a whole will benefit.

Principle 8: We will base our practices on sound evidence.

Principle 9: We will formulate and publish specific and measurable objectives.

Legal Background

The duties that underpin our scheme.

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

General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

The specific duties require schools to:

- *Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.*
- *To set every four years one or more specific measurable equality objectives that furthers the aims of the equality duty.*

Protected Characteristics

The Equality Act 2010 protects children from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- *age (for staff and adult users only)*
- *disability*
- *ethnicity and race*
- *gender (sex)*
- *gender identity and reassignment (for staff and adult users)*
- *pregnancy, maternity and breast feeding (for staff and adult users)*
- *religion and belief*
- *sexual orientation (for staff and adult users)*

Disability

At our Centre we implement an Accessibility Plan (see Appendix 1) aimed at:

- increasing the extent to which disabled children can participate in the curriculum;
- improving the physical environment of centre to enable disabled children to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled children.

Provision for disabled children is closely linked with the existing provisions for children with special educational needs.

These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Community Cohesion

In order to achieve a cohesive community, we strive to:

- Promote understanding and engagement between communities
- Encourage all children and families to feel part of the wider community
- Understand the needs and hopes of all our communities
- Tackle discrimination
- Increase life opportunities for all
- Ensure our teaching and curriculum explores and addresses issues of diversity

Roles and Responsibilities

Chain of accountability

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

Hayley Yendell, Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively.

Every term, senior leaders and key staff will report to the Headteacher on actions and progress.

Every term there will be a report on equality and diversity to the Governor's meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for Key person

Single equality scheme	Hayley Yendell, Head Teacher
Disability equality (including bullying incidents)	Hayley Yendell, Head Teacher
SEN/LDD (including bullying incidents)	Hayley Yendell, Head Teacher & Kirsty Feeley SENCO
Accessibility	Hayley Yendell, Head Teacher
Gender equality (including bullying incidents)	Hayley Yendell, Head Teacher
Race equality (including racist incidents)	Hayley Yendell, Head Teacher
Equality and diversity in curriculum content	Hayley Yendell, Head Teacher
Equality and diversity in pupil achievement	Hayley Yendell, Head Teacher
Equality and diversity – behaviour and exclusions	Hayley Yendell, Head Teacher
Participation in all aspects of school life	Hayley Yendell, Head Teacher
Impact assessment	Hayley Yendell, Head Teacher
Stakeholder consultation	Hayley Yendell, Head Teacher
Policy review	Judy Davies, Chair of Governors
Communication and publishing	Administration Team

Commitment to review

The school equality scheme will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish information annually on the school and centre website. This information will include relevant policies and objectives set by the Centre.

Commitment to action

Governors will:

Policy Development

- Provide leadership and drive for the development and regular review of the school's equality and other Policies

Policy Implementation

- Provide leadership and ensure the accountability of the Headteacher and senior staff for the

communication and implementation of school policies

- Highlight good practice and promote it throughout the school and wider community

Behaviour

- Provide appropriate role models for all managers, staff and children
- Congratulate examples of good practice from the school and among individual managers, staff and children
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents

Public Sector Duties

- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)

Headteachers and senior staff will:

Policy Development

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult children, staff and stakeholders in the development and review of the policies

Policy Implementation

- Ensure the effective communication of the policies to all children, staff and stakeholders
- Ensure that managers and staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold line managers accountable for effective policy Implementation

Behaviour

- Provide appropriate role models for all managers, staff and children
- Highlight good practice from teams, individual leaders, staff and children
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents

Public Sector Duties

- Ensure that the school carries out its statutory duties effectively

Line managers will:

Policy Development

- Respond to consultation requests by creating opportunities for children and staff to share their comments, suggestions and feedback, ensuring that all voices are heard

- Policy Implementation***
- Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
 - Be accountable for the behaviour of the staff team, individual members of staff and children
 - Use informal and formal procedures as necessary to deal with 'difficult' situations
- Behaviour***
- Behave in accordance with the school's policies, leading by example
 - Respond appropriately to the behaviour of children and staff, as a whole, and individuals (praising/challenging as necessary)
- Public Sector Duties***
- Contribute to managing the implementation of the school's equality scheme

All staff: teaching and non-teaching will:

- Policy Development***
- Contribute to consultations and reviews
 - Raise issues with line managers which could contribute to policy review and development
- Policy Implementation***
- Maintain awareness of the school's current equality policy and procedures
 - Implement the policy as it applies to staff and Children
- Behaviour***
- Behave with respect and fairness to all colleagues and children, carrying out the letter and spirit of the school's equality scheme
 - Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Public Sector Duties***
- Contribute to the implementation of the school's equality scheme

All children will:

- Support the school/ centre to achieve the commitment made to tackling inequality.
- Uphold the commitment made by the head on how children and parents/carers, staff and the wider school/centre community can be expected to be treated.

All parents/carers will:

- Take an active part in identifying barriers for the school/centre community and in informing the governing body of actions that can be taken to eradicate these

- Take an active role in supporting and challenging the school/centre to achieve the commitment given to the school/centre community in tackling inequality and achieving equality of opportunity for all.

Teaching and Learning

We aim to provide all our children with the opportunity to succeed and to reach the highest level of personal achievement. To do this, we will:-

- Use contextual data to improve the ways in which we provide support to individuals and groups of children and families;
- Monitor achievement and E-Start data for ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all children when planning for future learning and setting challenging targets;
- Ensure equality of access for all children and prepare them for life in a diverse society;
- Use materials, including approaches (play activities, teaching and classroom-based appropriate) that reflect the diversity of the setting, population and wider community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice and give children the opportunity to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents and carers in supporting their child's development and education;
- Encouraging whole centre discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning and development.

Admissions and Exclusions

Our admissions arrangements are fair and transparent and do not discriminate on race, gender, family circumstances, disability or socio-economic factors. Exclusions will always be based on the Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equality and Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, early years practitioners and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

Engagement

Involving our learners, parents/carers and others

Engagement – Participation and Involvement

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, children, parents and others with particular interests in the development of this scheme. We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities through questionnaires, discussions, parents' forums, children's voice, observations, staff knowledge, participation and relationships with users, professionals feedback, advisory board meetings.

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions: parents, children, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

Evidence of this engagement will be included in the published material showing how the duty has been addressed.

Using Information

Evaluating the impact in terms of the outcomes.

Equality Impact Assessment (EQIAs)

EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a

way to ensure we meet diverse needs of our children and staff and that diversity, equality and inclusion run through all areas of school life.

- We make regular assessments of children' learning, both formative and summative, and use this information to track children' progress, as they move through the school. As part of this process, we regularly monitor the performance of identified vulnerable groups, to ensure that all groups of children are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.
- Children's performance information is compared to EYFS Ofsted expectations and local authority data, to ensure that children are making appropriate progress
- We collect information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.
- We value more qualitative information which we collect through a variety of methods, e.g. children's and parents voice.
- The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action

Stakeholder consultation

- Consult with parents from different backgrounds regularly
- Consult with staff, governors with equality focus
- Regularly ask children about their perceptions

Our School's Equality Objectives

Group A – Bringing equality procedures and practices into line with Equality Act.

- Reviewing equality related procedures
- Reviewing all policies to include equality statement
- To ensure all new policies give due consideration to equality requirements
- Summarise data identifying groups with gaps in achievement in Nursery
- Review and update Accessibility Plan
- Collect equality data from staff and governors and other stakeholders
- Provide diversity training to all stakeholders including staff and governors

Group B – Specific objectives to improve provision

- To ensure younger children are not disadvantaged on entry to nursery
- To support children and families with EAL and families of minority ethnic backgrounds in engaging with provision

Heath Lane Nursery School, Pat Lewis Child Development Centre
and Hertsmere Leisure Children's Centre

Accessibility Action Plan

Single Equality Scheme

Equality Objectives	Protected Characteristic	General Duty	Responsibility	Success Criteria	Start Date	Review Date
Monitor and analyse children's achievement in Nursery by a range of characteristics including gender, cultural heritage, socioeconomic circumstance and disability and act on any trends or patterns in the data that require additional support for pupils. Identify any staff training.	Gender, cultural heritage, disability	Eliminate discrimination. Advance equality of opportunity	SLT	The gap in attainment will narrow between vulnerable groups children.	September 2020	September 2021
Ensure that resources and displays in the environment, reflect and promote the diversity of our Nursery.	Gender, cultural heritage, disability, age, family set ups,	Eliminate discrimination. Promote and foster good relationships	All staff	Half-termly learning walk feedback indicates evidence of diverse displays	September 2020	September 2021

Provide learning opportunities that reflect diversity in the community.	Cultural, sexual orientation, gender	Eliminate discrimination	All staff	Half-termly learning walk feedback indicates evidence of diversity	September 2020	September 2021
Monitor and track the progress of vulnerable children including those with an identified SEN children and develop staff knowledge and skills when supporting them.	SEN	Eliminate discrimination. Promote and foster good relationships.	All staff SENCo	The gap in attainment will narrow and children with SEND will have their individual needs identified and support strategies will be in place.	September 2020	September 2021

Additional Information

The building was purpose built, on one level. Through continued monitoring, we ensure the building is accessible for all.

Change History:

Issue	Date	List of Changes	Approved By	Authorised By
1	July 2018		Governing Body	Pauline Kirtley
2	June 2019			
3	January 2021	Removed the terms 'centre' Included reference to sexual orientation Updated terminology Changed 'EAL' to children with EAL	Governing Body	Hayley Yendell