

Equality Information & Objectives

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Based on Model	Not applicable
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Version	Date	Notes
2.0	Feb 2025	New policy format

Arlesdene Nursery School and Pre-school is committed to:

- Safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.
- Eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formulation and review of this policy and will be adhered to in its implementation and application across the whole school community.
- Promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: any school member or visitor expressing opinions contrary to fundamental British values, including extremist views, will be actively challenged.

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Vision and Values

Our equality vision and the values that underpin Nursery life

At Arlesdene we are committed to ensuring that every member of the community feels valued, enabled and enriched. We are committed to the equality of education, support and opportunity for all children, staff, parents and carers receiving services from the Nursery, irrespective of race, gender, disability, faith, religion or socio-economic background. We aim to develop a culture of inclusion, diversity and community cohesion in which all those connected to Arlesdene feel proud of their identity and able to participate fully in the life of the Nursery School.

The achievement of children and families will be monitored by according to 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. At Arlesdene 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 togetherness 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 Arlesdene Nursery School implement accessibility plans which are aimed at:

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

Provision for disabled children and families 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 Togetherness

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 and Publish Information

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

The Head teacher, Claire Cobain, retains overall responsibility for ensuring that the action plan is delivered effectively.

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	Head teacher
Disability equality (including bullying incidents)	Head teacher
SEN/LDD (including bullying incidents)	Head teacher
Accessibility	Head teacher
Gender equality (including bullying incidents)	Head teacher
Race equality (including racist incidents)	Head teacher
Equality and diversity in curriculum content	All teaching staff
Equality and diversity in pupil achievement	All teaching staff
Equality and diversity – behaviour and exclusions	Head teacher
Participation in all aspects of school life	All staff
Impact assessment	Head teacher
Stakeholder consultation	Head teacher
Policy review	Head teacher/School Business Manager
Communication and publishing	Head teacher

Commitment to review

The Schools equality scheme will be aligned with the School Development Plans. Its implementation will be monitored within the School 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.

The basic principle underlying the new specific duties is that of ‘transparency’ which ensures that we fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups. Transparency means being open about the information on which we base our decisions, on what to publish and how.

Commitment to action

Governors will:

- Provide leadership and drive for the development and regular review of the school's equality and other policies
- 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
- Provide appropriate role models for all managers, staff, parents and children
- Congratulate examples of good practice from the school and among individual managers, staff, parents and children
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out their duties in accordance with this policy and fully complies with the statutory duties and ensure the provision of reporting to the local authority is carried out.

Head teacher and senior staff will:

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult children, staff, parents and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all children, staff, parents 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
- Provide appropriate role models for all managers, staff, parents and children
- Highlight good practice from departments, individual managers, staff, parents and children
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out its statutory duties effectively

Line managers will:

- Respond to consultation requests by creating opportunities for children, parents and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- 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, parents and children
- Use informal and formal procedures as necessary to deal with 'difficult' situations
- 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)
- Contribute to managing the implementation of the school's equality scheme

All staff: teaching and non-teaching will:

- Contribute to consultations and reviews

Raise issues with line managers which could contribute to policy review and development

Maintain awareness of the school's current equality policy and procedures

Implement the policy as it applies to staff, parents and children

Behave with respect and fairness to all colleagues, parents and children, carrying out their duties in accordance with this policy and spirit of the school's equality scheme

Provide a consistent response to incidents, e.g. bullying cases and racist incidents

Contribute to the implementation of the school's equality scheme

All children will:

- Support the Nursery 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 Nursery and local community can be expected to be treated.

All Parents/carers will:

- Take an active part in identifying barriers for the Nursery 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 Nursery to achieve the commitment given to the Nursery community in tackling inequality and achieving equality of opportunity for all.

Engagement

Involving our learners, parents/carers and others

Engagement – Participation and Involvement

'We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities through questionnaires, discussions, parent's 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 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 Nursery life.

- We make regular assessments of children's learning and use this information to track children's progress, as they move through the Nursery. As part of this process, we regularly monitor the performance of different 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 national data and LEA data, to ensure that children are making appropriate progress
- We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.
- We value more qualitative information which may be given to us through a variety of mechanisms 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.

Our School's Equality Objectives

Key priorities for action

Achievements to date:

Data shows that vulnerable groups in the nursery enter with below age related expectations but make excellent progress and leave within age related expectations

Setting up of specific groups to support EAL (English as an Additional Language) children

Our equality objective-setting process has involved gathering evidence as follows:

- *parents and children's voice*
- *review of data sets for Nursery*
- *discussions with Nursery staff*

List of equality objectives:

Equality Objectives	Protected Characteristic
1. Ensuring Progress: Provide a high-quality, inclusive learning environment where all children, receive the support and challenge they need to make progress in their development.	Gender, Race, Disability, Age
2. Inclusive Learning Environment: Ensure that all children, including those with SEND, have equal access to a high-quality early years curriculum by providing appropriate resources, adaptive teaching strategies, and specialist support, fostering an inclusive and nurturing learning environment.	Gender, Race, Disability, Age
3. Fostering Empathy and Understanding: Encourage children to develop empathy, kindness, and an appreciation for diversity by engaging them in inclusive activities, peer support opportunities, and discussions about different cultures, abilities and needs.	Disability, Race
4. Removing Barriers to Participation: Identify and address barriers that may prevent children with SEND from fully engaging in all nursery activities, including outdoor play, group learning, and creative expression, ensuring that every child can participate meaningfully.	Disability
5. Family and Community Engagement: Strengthen partnerships with parents, carers, and the local community by providing accessible information, tailored support, and regular communication to ensure families of children with SEND feel included and empowered in their child's early education journey.	Disability
6. Celebrating Diversity and Individuality: Embed a culture of diversity and inclusion within the nursery by celebrating different abilities, backgrounds, and needs through stories, activities, and displays that reflect the experiences of all children, fostering a sense of belonging and self-worth.	Race, Religion, Disability, Sexual orientation

Equality Objectives 2025-2029

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success Indicator	Timing
1. Ensuring Progress: Provide a high-quality, inclusive learning environment where all children, receive the support and challenge they need to make progress in their development.	Gender, race, disability, age				Eliminate discrimination Advance equality of opportunity	Head SLT Key Persons Governors	•Regular assessments and observations ensure that all children are making developmental gains in line with their starting points, and Arlesdene Nursery Curriculum Goals •Monitor and analyse children's progress by vulnerable groups, gender, race and disability •Targeted interventions are implemented for children needing additional support, with measurable impact. •Staff training ensures practitioners can differentiate activities to meet the diverse needs of all children. •Parent and carer feedback reflects confidence in the nursery's ability to support their child's development.	Termly
2. Inclusive Learning Environment: Ensure that all children, including those with SEND, have equal access to a high-quality early years curriculum by providing appropriate resources, adaptive teaching strategies, and specialist support, fostering an inclusive and nurturing learning environment.	Gender, race, disability, age				Eliminate discrimination Advance equality of opportunity	Head SLT Key Persons Governors	• All staff receive training on SEND • Resources (visual aids, sensory tools) are available and used effectively in daily activities • Observations and assessments show that SEND children are actively engaged in learning and making progress in line with their individual needs • Feedback from staff, parents, and external professionals confirms that the environment is inclusive and supportive.	Termly

3. Fostering Empathy and Understanding: Encourage children to develop empathy, kindness, and an appreciation for diversity by engaging them in inclusive activities, peer support opportunities, and discussions about different cultures, abilities and needs.	Disability, race				Eliminate discrimination Foster good relations	Head SLT Key Persons Governors	- Regular activities and discussions focus on understanding differences and promoting kindness - Observations show children engaging positively and inclusively with their peers - Staff receive training to facilitate conversations about inclusion and diversity in age-appropriate ways .	Termly
4. Removing Barriers to Participation: Identify and address barriers that may prevent children with SEND from fully engaging in all nursery activities, including outdoor play, group learning, and creative expression, ensuring that every child can participate meaningfully.	Disability				Eliminate discrimination Equality of opportunity and participation Foster good relations	Head SLT Key Persons Governors	- Adaptations (e.g., modified activities, alternative seating, sensory breaks and equipment) are in place and monitored for effectiveness - Staff monitor and review engagement levels to ensure all children are benefiting from the nursery's full range of activities	Termly
5. Family and Community Engagement: Strengthen partnerships with parents, carers, and the local community by providing accessible information, tailored support, and regular communication to ensure families of children with SEND feel included and empowered in their child's early education journey.	Disability				Eliminate discrimination Foster good relations	Head SLT Key Persons Governors	- Regular communication with families - Parents and carers report feeling supported and well-informed about their child's progress and available resources - Strong links with local SEND support services and professionals (e.g., speech therapists, occupational therapists) are established and maintained - Parent feedback surveys show increased satisfaction with nursery support and communication	Termly

6. Celebrating Diversity and Individuality: Embed a culture of diversity and inclusion within the nursery by celebrating different abilities, backgrounds, and needs through stories, activities, and displays that reflect the experiences of all children, fostering a sense of belonging and self-worth.	Race Religion Disability Sexual orientation				Eliminate discrimination Advance equality of opportunity	Head SLT Key Persons Governors	• A diverse range of books, toys, and learning materials reflecting different abilities and backgrounds are used daily • Displays around the nursery reflect diversity in a meaningful and engaging way • Observations show that children demonstrate positive attitudes towards differences and inclusion in their interactions	Termly
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