



Arlesdene
Nursery School and Pre-school

School Equality Scheme

2016 - 2019

**Arlesdene Nursery School
and Pre-school**

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Vision and Values

Our equality vision and the values that underpin school life

At Arlesdene Nursery School and Pre-school we are committed to ensuring that everyone feels valued, fully included and is enabled to reach their full potential. We are committed to ensuring equality of provision and opportunity for all children, staff, parents and carers, irrespective of race, sex, culture, disability, religion or socio-economic background.

All staff are strongly committed to meeting children's individual needs and to ensuring that they have equal access to a broad and balanced curriculum. Every child will be encouraged and have the opportunity to experience every type of activity.

We aim to develop a culture of inclusion, diversity and community cohesion in which all those connected with the school feel proud of their identity and able to participate fully in the life of the school.

The achievement and progress of children will be monitored 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 Nursery School and Pre-school 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 Arlesdene Nursery School and Pre-school we implement accessibility plans which are aimed at:

- increasing the extent to which disabled children can participate in the curriculum;
- improving the physical environment of Centres 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

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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

The Headteacher, Catherine Croft, retains overall responsibility for ensuring that the action plan is delivered effectively.

Every term, managers 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 Governors 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	Catherine Croft, Headteacher
Disability equality (including bullying incidents)	Catherine Croft, Headteacher
SEN/LDD (including bullying incidents)	Catherine Croft, Headteacher
Accessibility	Catherine Croft, Headteacher
Gender equality (including bullying incidents)	Catherine Croft, Headteacher
Race equality (including racist incidents)	Catherine Croft, Headteacher
Equality and diversity in curriculum content	Catherine Croft, Headteacher
Equality and diversity in pupil achievement	Catherine Croft, Headteacher
Equality and diversity – behaviour and exclusions	Catherine Croft, Headteacher
Participation in all aspects of school life	Catherine Croft, Headteacher
Impact assessment	Catherine Croft, Headteacher
Stakeholder consultation	Catherine Croft, Headteacher
Policy review	Catherine Croft, Headteacher
Communication and publishing	Catherine Croft, Headteacher

Commitment to review

The school Equality Scheme will be aligned with the School Development Plan. Its implementation 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 website. This information will include relevant policies and the objectives set by the school.

Commitment to action

	Governors will:
Policy Development	<ul style="list-style-type: none"> ● Provide leadership and drive for the development and regular review of the school's equality and other policies
Policy Implementation	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Provide appropriate role models for all managers, staff and pupils ● Congratulate examples of good practice from the school and among individual managers, staff and pupils ● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Initiate and oversee the development and regular review of equality policies and procedures ● Consult pupils, staff and stakeholders in the development and review of the policies
Policy Implementation	<ul style="list-style-type: none"> ● Ensure the effective communication of the policies to all pupils, 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	<ul style="list-style-type: none"> ● Provide appropriate role models for all managers, staff and pupils ● Highlight good practice from departments, individual managers, staff and pupils ● Provide mechanisms for the sharing of good practice ● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> ● Ensure that the school carries out its statutory duties effectively
Policy Development	<ul style="list-style-type: none"> ● Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
Policy Implementation	<ul style="list-style-type: none"> ● 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 pupils ● Use informal and formal procedures as necessary to deal with 'difficult' situations
Behaviour	<ul style="list-style-type: none"> ● Behave in accordance with the school's policies, leading by example ● Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
Public Sector Duties	<ul style="list-style-type: none"> ● Contribute to managing the implementation of the school's equality scheme

	All staff will:
Policy	<ul style="list-style-type: none"> • Contribute to consultations and reviews
Development	<ul style="list-style-type: none"> • Raise issues with line managers which could contribute to policy review and development
Policy	<ul style="list-style-type: none"> • Maintain awareness of the school's current equality policy and procedures
Implementation	<ul style="list-style-type: none"> • Implement the policy as it applies to staff and pupils
Behaviour	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Contribute to the implementation of the school's equality scheme

All Staff will:

- Support the school 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 community can be expected to be treated.

All Parents/carers will:

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

Engagement

Involving our learners, parents/carers and other stakeholders

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, pupils, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies.

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.

There will be a stakeholder objective in the action plan

6: Using Information

Evaluating the impact in terms of the outcomes

Equality Impact Assessment (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's learning and use this information to track children's progress, as they move through the school. 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
- Our Pre-school provision was assessed against a range of inclusion practice statements
- 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.

Stakeholder consultation

- Consult regularly with parents from different backgrounds
- Consult with staff and governors
- Regularly ask children about their perceptions
- Use findings from local community to impact on practice

Our School's Equality Objectives

Key priorities for action

Achievements to date:

- Setting up of specific groups to support children's language
- High level of support for children with SEND and their families
- The large majority of children with SEND make progress beyond that expected for their age
- Data reports that children who are in the care of the Local authority make more than expected progress
- Children who are disadvantaged make good progress from low starting points
- Parents report that they feel welcome
- High level of visual support for children in nursery that support children with EAL and those with speech and language needs
- Pre-school supports a high number of vulnerable 2 year olds

Disability

- The school employs staff with disabilities and they are able to participate fully
- Children with high needs are well supported
- Children with sensory needs are supported through changes to the premises which have enabled a sensory room

Gender

- We employ two male members of staff
- Fathers are involved in their children's learning through attendance at parent meetings and involvement in parent workshops.
- Dads access the nursery facilities on a Saturday when they attend the Saturday group
- Staff have attended 'About Boys' training and use boys interests such as superhero play to engage them in writing

Race

- Children come from an increasingly wider range of ethnic backgrounds, which is reflected in some of the resources available
- Parents from all groups contribute to children's learning
- Some staff speak languages other than English

Age

- Our workforce spans a wide age range
- Younger students and work experience students regularly access training in nursery and pre-school

Other – Community

- The school governors support the school
- The school are involved in the local foodbank
- There are strong links with the local church

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

- parents and children's voice through qualitative feedback such as questionnaires and observations
- review of children's attainment and progress data and comparisons with other
- discussions with staff and governors

- feedback from the local authority

Identified equality objectives

Equality Objectives	Protected Characteristic
1. Provide information in a range of formats to support inclusion	Disability Race Religion
2. To monitor children's achievement and progress by gender, race and disability to identify trends and any additional support that is required	Gender Race Disability
3. Ensure that resources and displays promote diversity	Gender Race Disability Religion Age
4. To raise children's awareness of different communities by celebrating different cultural events and festivals	Race Religion
5. Increase male involvement in the school	Gender

Equality Objectives Action Plan

Making progress on equality issues

Priority issue and objective	Protected Characteristic	Tasks	Responsibility	Review Date
1 Provide information in arrange of formats to support inclusion	Disability Race Religion Equality	• Support standard formats with pictorial representations	Admin	January 2017
		• Reading documents together for families with difficulty	Key person	
		• Speak to parents to explain messages	All staff	
		• Support parents to help each other to access information	All staff	
		• Ensure website is clear and access	Head and Admin	
		• Include option to change language on website	Admin	
		• Provide training for admin staff as necessary	Head	
2 Monitor children's achievement and progress by gender, race and disability to identify trends and any additional support that is required	Gender Race Disability	• Track achievement and progress of significant groups	SLT	July 2016
		• Plan learning to support identified gaps in achievement or progress	NT	
		• Ensure additional profession all support is sought as early as possible for children with a disability	SENCo/Head	
		• Ongoing training and feedback to ensure quality teaching	SLT	
		• Curriculum meets needs of both girls and boys in all areas of learning	SLT	
		• Monitoring planning and learning journals to ensure children's interests are supported	SLT	

3	Ensure that resources and displays promote diversity	Gender Race Disability Religion Age	<ul style="list-style-type: none"> ● Plan ethnically diverse activities throughout the year ● Learning walk using ECERS diversity subscale to support the a review practice ● Use male & female images in non-stereotypical roles ● Audit resources and identify gaps ● Purchase resources 	All staff SLT NT & PS Leader NT & PS Leader	December 2016
4	To raise children's awareness of different communities by celebrating different cultural events and festivals	Race Religion	<ul style="list-style-type: none"> ● Plan ethnically diverse activities throughout the year ● Staff talk to parents to gather information about their cultures & ask if they willing to share this with children in their key group ● Share stories and books relevant to children's cultures 	All staff All staff All staff	July 2017
5	Increase male involvement in the school	Gender	<ul style="list-style-type: none"> ● Encourage males to offer support eg. reading stories and other learning experiences ● Encourage male governors to provide positive role models ● 'Saturplay' group in the garden with focus on fathers 	All staff Head Work with CC	July 2017

Equality Action Plan

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success Indicator	Timing	Review date
Provide information in arrange of formats to support inclusion	Race Gender Disability Age		x		Eliminate discrimination Foster good relationships	Admin SLT Governors	Parents with varying needs able to access information and participate fully in school activities	Termly	January 2017
Monitor children's achievement and progress by gender, race and disability to identify trends and any additional support that is required	Race Gender Disability Age			x	Eliminate discrimination Advance equality of inclusion	Head SLT	Disadvantage groups exit at or above age related expectations	Termly	July 2016
Ensure that resources and displays promote diversity	Race Religion Gender Disability Age		x		Eliminate discrimination Foster good relationships	Head & SLT Governors	Termly learning walk feedback recognises range of diverse displays and information	Termly	April 2017
To raise children's awareness of different communities by celebrating different cultural events and festivals	Race Religion		x		Eliminate discrimination Foster good relationships	SLT	Evidence in planning, displays, feedback from parents and children's learning journals of celebrations of different cultural events and festivals	Termly	July 2017
Increase male involvement in the school	Gender		x		Eliminate discrimination Advance equality of inclusion	SLT Governors	Male staff, parents and governors in centre on a regular basis	Termly	July 2017