



The Limes Nursery School and Children's Centre

Single Equalities Scheme

November 2016

To be reviewed by: January 2020

Contents

1. Vision and Values
2. Legal Background
3. Roles and Responsibilities and Publish Information
4. Engagement
5. Using Information
6. Our School's Context and Equality Objectives
7. Action Plan

Vision and Values - Our equality vision and the values that underpin school life

We maintain that each child is 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 want to give all the children at The Limes Nursery School and Children's Centre the opportunity to experience every type of activity and interest as it arises in the nursery school, and encourage them to make use of these opportunities.

At The Limes Nursery School and Children's Centre 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 receiving services from the centre, irrespective of race, gender, 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 centre.

The achievement of children and families 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 use children's centre data carefully to ensure services are targeted to those groups who are identified as having the greatest need. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and create an environment which champions respect for all. At The Limes Nursery School and Children's Centre 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 further 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 The Limes Nursery School and Children's Centre 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 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. The Children's Centre Partnership Board ensures that the children's centre implements this scheme.

Commitment to implementation

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

Senior leaders and key staff will report to the Headteacher on actions and progress three times a year.

There will be a report on equality and diversity to the Governor's meeting three times a year.

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 Bolam Headteacher

Disability equality (including bullying incidents) Race equality (including racist incidents) Equality and diversity – behaviour and exclusions Impact Assessment	
SEN/LDD (including bullying incidents) Accessibility	Karen Farmer Senco
Gender equality (including bullying incidents) Equality and diversity in curriculum content Equality and diversity in pupil achievement	Katie Cheyne, Assistant Headteacher
Participation in all aspects of school life Stakeholder consultation Communication and publishing	Kathryn Kempster, Deputy head Rachael Elson, Penny Taylor, CC Leaders
Policy review	Susie Coggles Chair of Governors

Commitment to review

The school equality scheme will be aligned with the Centre 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 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:

- Experience, learn and develop within a centre which actively demonstrates its commitment to tackling inequality and promoting the rights of all children.
- Be supported to develop the necessary skills and knowledge to 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.

The Nursery classes operate equality of opportunity in its day to day practice in the following ways:

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;
- 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 that reflect the diversity of the setting, population and local community in terms of the Protected Characteristics, e.g. race and ethnicity, religion and belief, gender, or disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for children 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, disability family background 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.

Engagement - Involving our learners, parents/carers and others

Engagement – Participation and Involvement

- Our school/ centre 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, partnership 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.***

Examples of practice that regularly take place:

- Home Visits before starting parents/carers are asked to inform us about their child's ethnic origin, religion, languages spoken or heard, and disabilities.
- Parent handbook
- Parent Questionnaires
- Children's voice questionnaires and photographs in learning journals
- Staff and governors contributions available in meeting minutes
- Contacts with relevant community and voluntary groups
- SEN family and children meetings
- Regular Newsletters
- Regularly updated Website
- Children's centre outreach work and parental surveys
- There will be a stakeholder consultation objective in the Action Plan

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 Centre life.

- We make regular assessments of children' learning and use this information to track children' progress, as they move through the school/centre. 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 data for our children's centre 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
- Use findings from local community to impact on practice

Equality Objectives

The Centre in Context (2016-17)

Ethnicity

Children come from a wide-range of cultural, ethnic and religious backgrounds. White British Children make up the largest ethnic group but are in a minority at 41% (2016-17). Other notable groups include:

- Pakistani 12%,
- Somali 8%,
- Black Caribbean 6%,
- Other Black African 6%.

The intake is very richly diverse as 27% of children are from other ethnic groups including

- Indian & Bangladeshi 6%
- Mixed white and Asian 3%
- White other 7%
- Mixed other 9%

Language

The diversity is also reflected in the language profile of children at the nursery. 67% of families report English as their first language. However, 48% of families speak a language other than English at home. There are over 21 other languages spoken. The most common are: Urdu 5%, Somali 9%, Panjabi 6%.

Religion

The largest religious group is Muslim, which is largely comprised of the Pakistani and Somali intake. The 2016-17 indicate parents reported the following religion which is broadly in line with the last three years' intake:

- 45% No Religion
- 30% Muslim
- 20% Christian
- 3% Other
- 2% Refused

SEN & Disability

Approximately 7% of children have identified special educational needs requiring additional external support. An additional, 18% receive additional internal intervention to ensure they make the best possible progress.

List of Equality Objectives

Priority	Protected Characteristic	Equality Objective
1 High achievement	Race, Gender	Monitor children's achievement by equality plan

for all targeted groups		group
2. Proactive communication made accessible to all groups to ensure views of stakeholders inform policy and improvement planning	Disability, Race, ethnicity	Provide information in a range of formats to support inclusion
3. Curriculum provision and policies promote inclusion and equalities throughout the centre	All	Ensure that curriculum, resources and displays promote diversity in terms of race, culture, gender and disability
4.		

Equalities Action Plan – 2016-17

Equality Objective	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success indicator	Timing	Review date
1. Monitor and analyse children’s attainment and progress by gender, race and disability and act on any trends or patterns in the data that require additional support for pupils. On entry, mid and exit	Gender, race, disability			X	Eliminate discrimination Advance equality of opportunity	KC	Close the gap so that vulnerable groups make expected or above average progress	Term 1, 3 and 6	Sept 2018
2. Publish and promote the revised equality objectives including on the school web-site	All		X		Eliminate discrimination, foster good relationships	CB	On website Request feedback from parents	Term 6	Sept 2018
3. Ensure that displays in classrooms and corridors as well as resourcing promote diversity in terms of race, gender, disability and ethnicity.	Gender, race, disability, religion, age		X		Eliminate discrimination, foster good relationships	KC	Learning walks / monitoring of curriculum / learning diaries show effective promotion	Term 5	Sept 2018
4. Ensure that prevent duty as well as British values are effectively promoted through curriculum and planning	Gender, race, disability, religion, age		x		Eliminate discrimination, Advance equality of opportunity, foster good relationships	KC	Learning walks / monitoring of curriculum / learning diaries show effective promotion	Term 5	Sept 2018