

School Equality Scheme

Birchwood Nursery School 2018 -2019

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Vision and Values

Our equality vision and the values that underpin Nursery life

At Birchwood 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 Birchwood feel proud of their identity and able to participate fully in the life of the Nursery.

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 Birchwood 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:

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- **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 Birchwood Nursery 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 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 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, Kathryn Evans, 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
Disability equality (including bullying incidents)	Head
SEN/LDD (including bullying incidents)	Head
Accessibility	Head
Gender equality (including bullying incidents)	Head
Race equality (including racist incidents)	Head
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
Participation in all aspects of school life	All staff
Impact assessment	Head
Stakeholder consultation	Head
Policy review	Head
Communication and publishing	Head

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 the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)

Head 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 the letter 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, 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 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 childrens learning and use this information to track children' 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:

Gold standard Inclusion Kitemark award

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 children

Polish volunteer working at the Nursery to support EAL children

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

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

List of equality objectives:

Equality Objectives	Protected Characteristic
1. Monitor and analyse children's achievement in the Nursery and day care by gender, race and disability and act on any trends or patterns in the data that require additional support for pupils	Gender, race, disability
3. Ensure that resources and displays around the Nursery promote diversity	Gender race disability religion age
4. Celebrate cultural events throughout the year to increase children's and families awareness and understanding of different communities	Race and religion
5. Monitor and track the progress of SEN children and develop staff knowledge and skills when supporting them	Disability

Setting Equality Objectives Action Plan

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success Indicator	Timing	Review date
1. Monitor and analyse children's achievement in the Nursery by gender, race and disability and act on any trends or patterns in the data that require additional support for pupils	Gender, race, disability			x	Eliminate discrimination Advance equality of opportunity	KE AC	Vulnerable groups exit at expected or above age related stage	Termly	July 2019
2. Ensure that resources and displays around the Nursery promote diversity	Gender race disability religion age			x	Eliminate discrimination Foster good relations	KE	Termly learning walk feedback details range of diverse displays and information	Termly	July 2019
3. Celebrate cultural events throughout the year to increase children's and families awareness and understanding of different communities	Race and religion		x		Eliminate discrimination Foster good relations	TJ Key persons	Representative range of cultural activities planned on long term and medium term sheets	Termly	July 2019
4. Monitor and track the progress of SEN children and develop staff knowledge and skills when supporting them	Disability			x	Eliminate discrimination Advance equality of opportunity	AC TJ	Children on IEP's make progress linked to their targets.	Termly	July 2019
5. Work together with parents to support children with transitions	Disability		x		Eliminate discrimination Foster good relations	KE AC	Information is shared by parents and ensures staff are able to support children appropriately	Termly	July 2019