



Wallace Road Nursery School Single Equality Policy

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1. INTRODUCTION

This Single Equality Policy is part of the school's Single Equality Scheme which also includes a Self Evaluation Framework and resulting actions to be incorporated into the School Development Plan.

This Single Equality Policy sets out the school's generic approach to the Single Equality Duty (as set out by the Equality and Human Rights Commission) to secure equality with regard to (currently) race, disability, gender, (and, forthcoming, age, sexual orientation, and religion/belief.) In setting out the school's responses to these duties, this policy also indirectly reflects many of the school's approaches to the promotion of Community Cohesion. Section 5 of this policy ("The school's approach to promoting equality for all") pulls together the duties for race, disability and gender and presents them in a generic way.

Our school's vision states:

The achievements of the children at Wallace Road Nursery School will continue to raise through the provision of the highest possible standards of teaching and learning given in a rich, broad balanced and inclusive Foundation Stage curriculum.

The children will become independent, confident, caring and responsible learners with high expectations. They will be prepared and motivated to face the challenges of their future.

The environment will be happy, safe and stimulating and there will be a strong commitment to encourage all children to succeed and for staff to continue professional development.

A close working partnership with the whole local learning community will continue to be developed.

We will give children the opportunity to:

Enjoy and achieve

Be healthy

To stay safe

Be able to achieve economic well-being

Make a positive contribution to the community.

Wallace Road Nursery School is committed to ensuring that we do not discriminate against anyone, be they adult or child, on the grounds of their race, nationality, disability or special educational need, gender, age, sexual orientation and religion/belief. This is in line with the 1976 Race Relations Act and the Disability Discrimination Act of 2006 and covers both direct and indirect discrimination.

Our over-riding consideration is to:

- celebrate the cultural diversity of our community and show respect for all minority groups
- provide a supportive, inclusive and empowering learning community for all pupils and adults.

The school recognises that it has to make special efforts to ensure that all potentially vulnerable groups of learners are helped to fulfil their potential, including:

- Boys and girls, men and women
- All minority ethnic groups including Gypsy Roma Travellers, refugees and asylum seekers
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Looked After Children and their carers
- Children with poor records of attendance at nursery
- Young offenders
- Young carers
- Children at risk from significant harm
- Children living with "vulnerable" adults

In our school, regular and systematic monitoring and evaluation of the attainment and achievement of vulnerable groups and individuals enables us to highlight areas where additional intervention may be needed.

This policy, and the process of self evaluation which informs the resultant action plan is the responsibility of:

- Head
- Governing Body
- Staff

Its effectiveness is regularly evaluated by

- Beccy Merritt (Headteacher)
- Chair of Governors

2. THE LEGAL DUTIES

This document is written with very close reference to three key documents:

'Developing Equality Schemes to meet the three existing duties'. Equalities and Human Rights Commission (2009)

'Developing a Single Equality Policy for you school'. Centre for Studies in Inclusive Education (2010)

It is also written in compliance with the following legal frameworks.

- The Race Relations Act 1976 (amended 2000)
- The Human Rights Act (1998)
- The Employment Equality Regulations (2003)
- The Equality Act (Part 2) (2006)
- Article 5 of the International Convention on the Elimination of All Forms of Racial Discrimination (ratified by UK in 1969)
- Articles 2, 23, 28 and 29 of the United Nations Convention of the Rights of the Child (ratified by UK in 1991)
- The Special Educational Needs and Disability Act (2001)
- The Disability Discrimination Act (2005)
- The Disability Equality Duty (2006)
- Article 24 of The United Nations Convention on the Rights of Persons with Disabilities (ratified by UK in 2009)
- The Gender Equality Duty (2007)
- The Sex Discrimination (Gender re-assignment) Regulations (2003)
- The Employment Equality (Sexual Orientation) Regulations (2003)
- The Equality Act (Sexual Orientation) Regulations (2007)
- Articles 10, 14 of the United Nations Convention on the Elimination of All Forms of Discrimination against Women (ratified by UK in 1986)

It is also written in anticipation of the forthcoming Equality Act 2011.

3 THE SCHOOL CONTEXT

a) Significant features of the social, cultural, linguistic, religious, disability diversity of pupils, staff and governors are as follows:

- A high number of our children have English as an additional language
- A percentage of our children are from black and minority ethnic backgrounds
- We are currently an all-female workforce

b) These features are representative of the population in the geographical area the school covers in the following ways:

- The local area has a significant percentage of households with no adults in regular employment.
- The immediate area has an increasing proportion of Eastern European families

c) Reasonable adjustments made by our school to ensure that the equal opportunity of pupils, staff and governors is ensured with regard to race, disability or special educational need, gender, age, sexual orientation and religion/belief are as follows

- Is physically accessible to all.
- Completes training to enable staff to meet the needs of individuals
- Purchase specific equipment to enhance learning & support.
- Provide extended activities to allow access for all
- Supports individual families with difficulties using family workers or signposting.
- Provide one to one support for children with English as a second language.

d) Staff turnover, pupil mobility and upward or downward trends in relation to % of staff, pupils and governors from different racial groups, with a disability or special educational need, from each gender, (or who fall into groups for whom the school needs to give consideration to age, sexual orientation and religion/belief.

- Pupil numbers are consistently low in the September term
- Increase in children from Eastern Europe
- Specific groups are tracked as part of data analysis. These groups are:
 - boys/girls
 - children for whom English is not their first language (EAL)
 - Children who require additional support with their development (SEN)
 - Children receiving early year's pupil premium

These children are tracked to ensure we are providing a high level of education for all children and achieving inclusive practice.

e) Attainment and progress of pupils who would identify themselves (or, in terms of special educational need, be identified) as belonging to different groups according to race, disability or special educational need, gender, age, sexual orientation and religion/belief is better or worse than that of the school population as a whole, in the following ways (using the last complete year of whole-school performance data)

f) Examples of how we seek the views of all our school community, and the wider community, including in relation to equality issues, are as follows:

- Consultation and needs analysis on family needs through the family workers
- Ongoing conversations with the children
- Evaluation of "All About Me" booklets and staff Home visit records before admission
- Explanation of how nursery works/information given in other languages.

g) Some examples (not a definitive list) of how we seek to address equality issues in our school and improve the access and experience of all equality groups, are as follows:

- Provide interpreters
- Use resources that translate, resources appropriate to child
- Provide written translations
- Google translate available on school website

4 RATIONALE

This Single Equality Policy is not a stand-alone document. Its main function is to present a set of principles which permeate all other school policies and practices. It is closely related to other key school documents as follows:

- Wallace Road Inclusion Policy
- Relationships Policy

As a school, we recognise that there are some core inclusive values that underpin this Single Equality Policy and ensure respect for all. These are:

- **Fairness**
No school policy or procedure will unfairly advantage or disadvantage any member of the school community.
- **Trust**
We begin with the premise that all members of the school community will behave with good intent towards each other.
- **Participation**
No member of our school community will be barred in any way from participating in any school activity which could be reasonably expected to be open to all. For those school activities where it would be common practice to be chosen or elected, (ie representation at a meeting, on a committee, on the school council or on the Governing Body) we will be able to demonstrate that the selection process was fair and transparent (see below).
- **Consultation and negotiation**
Representatives of different stakeholder groups within the school community (ie pupils, staff, parents, governors) and of all seven identified diversity groups covered by this policy (race, disability, gender, age, sexual orientation and religion/belief) will be consulted over major policy decisions being taken by the school. The school will make an “equality impact assessment” in relation to any major policy decision. In some situations, where it is reasonable to predict that the ultimate decision will have a significant impact upon the experience in school of different stakeholders, including those within the nine identified groups, the school recognises that it will be appropriate to negotiate, rather than consult.
- **Collaboration**
We will work together as a team in which every member has a view and a voice which is worthy of consideration.
- **Transparency**
The reasoning behind decisions made in our school will be open and subject to scrutiny.

We strive to build, within our school, our locality and the partnerships with which we are involved, a strong and cohesive community, which prepares young people for adult life in

- a diverse, inclusive society
- a welcoming community that fosters positive relationships and values diversity as a rich learning resource
- a barrier-free community founded upon a joint sense of belonging.

We strive to nurture in our pupils and staff the personal qualities which we consider essential in a member of a school community and in a citizen of the wider community and society which values equality and respect for all:

- thoughtfulness
- honesty
- integrity

- caring
- kindness
- responsibility
- humility.

Every member of our school community will be challenged and held to account for upholding the rationale of this Single Equality Policy. We recognise that individual members of staff, governors, parents or pupils may have different views on a number of equality issues. Our main priority is not to demand that anyone changes their views but that, as a school, we clearly describe what the school considers acceptable/unacceptable and how everyone is expected to behave in school. No matter what individual people's views might be, our first priority is to ensure that the school complies with every aspect of equality legislation and the duty to promote community cohesion.

5. THE SCHOOL'S APPROACH TO PROMOTING EQUALITY FOR ALL

Our school works in the following ways to secure equality and respect for all **(these principles apply to all seven equality duties)**:

a) Current policy and practice in the school shows commitment to meeting the duty to promote race, disability, gender, equality for pupils, staff and parents. Our school addresses this by:

- Ensuring that our mission statement, aims and core values relate to every member of our school community.
- Ensuring that we regularly evaluate the impact of all school policies (particularly admissions and attendance, behaviour, teaching and learning and performance management) on the equality groups as identified in this policy and take action to improve our policy and practice where necessary, through having specific actions on the school development plan.
- Ensuring that, wherever possible, the equality groups as identified in this policy are reflected in the language and images of all publications (including the school prospectus, publicity to promote school events, website).
- Ensuring that, wherever possible and without artificiality or unbalanced representation, there are positive images of the equality groups as identified in this policy, in school policies, in school publications, in learning resources and in displays.
- Ensuring that the school has clear, commonly understood processes for challenging inappropriate language or behaviour and/or prejudice.
- Ensuring that equality values are represented in every day language and behaviour evident in school and that senior leaders regularly monitor the school climate in relation to this, in order that tolerance levels in relation to language or behaviour are maintained.
- Ensuring that the school makes the strongest possible efforts to minimise any barrier to the participation and engagement of parents with regard to their child's development and in other aspects of school life.

b) The school can clearly demonstrate how it assesses the impact on equalities of its current policies and practices on race, disability and gender equality for pupils, staff and parents. Our school addresses this by:

- Ensuring that the school has consistent and reliable procedures for recording and reporting incidents of inappropriate language or behaviour towards the equality groups as identified in this policy.

- Ensuring that the school has monitoring data on attendance, exclusion and bullying and can analyse this with reference to the equality groups identified in this policy.

c) The school has secure arrangements for ensuring equality of opportunity with regard to the recruitment, development and retention of employees. Our school addresses this by:

- Ensuring that, whilst adhering to equalities law and fair recruitment practice, every attempt is made to achieve diversity in the workforce and governing body which is representative of that within the school, the local community and the wider community.
- Ensuring that all aspects of employment, including recruitment, disciplinary issues, complaints, allocation of responsibilities, professional development and opportunities for all staff to progress are monitored to ensure that equality is upheld as a central consideration when judgments and decisions are made.
- Ensuring that all staff are aware of this Single Equality policy and wider equality issues through staff training and professional development and that this is an essential element of the induction training for all staff.

d) The school can demonstrate equality with regard to the educational opportunities available to the pupils in the specified groups. Our school addresses this by:

- Ensuring that there are opportunities for different viewpoints to be expressed and voices to be heard.
- Ensuring that, where possible and appropriate and without contrivance or artificiality, curriculum themes and content reflect the rights and interests of the equality groups as identified in this policy.
- Ensuring that the curriculum offers opportunities for all pupils to learn the importance of acceptance, appreciation of different viewpoints and respect for each other.
- Ensuring that all of the equality groups as identified in this policy have the same opportunity to access educational visits and other school trips as any other pupil in the school.
- Ensuring that all pupils can participate equally in all aspects of school life, including extended school activities.
- Ensuring that school events or activities, including those arising from the extended school offer, celebrate diversity.

e) The school can demonstrate equality of opportunity with regard to the achievements of pupils in the specified groups. Our school addresses this by:

- Ensuring that the school has processes for monitoring and evaluating the attainment and progress of all pupils and the comparative attainment and achievement of pupils in the equality groups identified in this policy. Thereafter ensuring, where there are discrepancies, that appropriate intervention is put into place which will narrow the gap between the attainment and achievement of all pupils and of those pupils from the equality groups identified within this policy, where these are lower and need to be addressed.

f) The school can demonstrate equality with regard to attendance, exclusion and anti-bullying. Our school addresses this by:

- Ensuring it has effective attendance and behaviour policies which are applied equally to all groups and do not disadvantage any member of our school community.
- Ensuring that the school has processes for avoiding the exclusion of any pupil and that these processes are equally applied to and equally effective for pupils in the equality groups identified in this policy.

- Ensuring that the school can clearly demonstrate the steps it takes to eliminate harassment and bullying of pupils or staff in the equality groups identified in this policy.
- Ensuring that the school has monitoring data on attendance, exclusion and bullying and can analyse this with reference to the equality groups identified in this policy.

g) The school's links with local organisations and community groups represent its commitment to raising the awareness of its pupils, staff and parents with regard to the equality groups identified in this policy.

- Ensuring that the school has links or partnerships with other schools, colleges, local or national groups, charities and organisations which also promote equality.
- Ensuring that the school does not have links, partnerships or connections with local or national groups or organisations which overtly promote prejudice or intolerance or, in the way in which they operate, exclude or disenfranchise members of any of the equality groups identified in this policy.

h) With specific regard to disability equality:

- Ensure that the school recognises the “social model” of disability - that a person who has an impairment may become disabled if reasonable adjustments are not provided in relation to that impairment (and is therefore a “disabled person”) – over and above the “medical model” – that a person is disabled by physical or mental impairments (and is therefore a “person with disabilities”).
- With particular regard to disability: ensure that reasonable adjustments are considered in order to include all disabled young people living within the school's locality.

6. MONITORING, REVIEWING AND ASSESSING IMPACT

- The Single Equality **Scheme** (which incorporates this policy as one of its three elements) will be reviewed on a three-year cycle. The working party will include the following stakeholders:
 - Pupils
 - Parents
 - Staff
 - Governors
 - Representatives of the local community (which could be community governors if they are representative of the main local equality groups).
- Our school will judge the effectiveness of this Equality **Scheme** by:
 - using the Single Equality Scheme Self Evaluation Framework,
 - by evaluating progress towards equality targets as specified on the School Development Plan (and their impact)
 - by canvassing the views of the stakeholders listed above (perhaps through questionnaires or focus groups).
- The working party will decide how this is to be evaluated and how the results will be used to improve the policy and its implementation. Evidence of impact will include:
 - Comparative attainment and overall progress of pupils in the equality groups identified in this policy.
 - Pupils' learning and awareness of equality issues and how they demonstrate these, so they are well prepared for adult life in a diverse and inclusive society.
 - Feedback from parents, staff and other community users on the culture of equality within the school.

7 ACTION PLANNING

Our school recognises that it is a legal requirement to develop specific targets for each of the equality duties. These will be incorporated but clearly identified in the School Development Plan.

8 PREVENTING AND DEALING EFFECTIVELY WITH BULLYING AND HARASSMENT

Our school recognises that the groups covered in this policy may be more vulnerable to bullying and harassment and all acts of reported bullying are acted upon swiftly, recorded and reported to parents (whenever this is identified as advantageous or necessary).

Due to the age of our children, bullying is not an area we consider to be high risk, however we are committed to ensuring individuals know the importance of treating everybody with respect and not causing harm either verbally or physically. This is achieved through our Personal and Social Development Area of Learning.

Where the behaviour of a child is cause for concern, an individual behaviour plan is created alongside the SEN Manager, class teacher and parents. Outside agencies are involved when this is considered advantageous.

Our approach to behaviour management is based on strong relationships built on trust and mutual respect. This helps us to protect the most vulnerable whilst supporting and enabling all children to develop positive behaviour patterns.

Reviewed June 2024

To be reviewed involving Governors, staff and Parents July 2027

