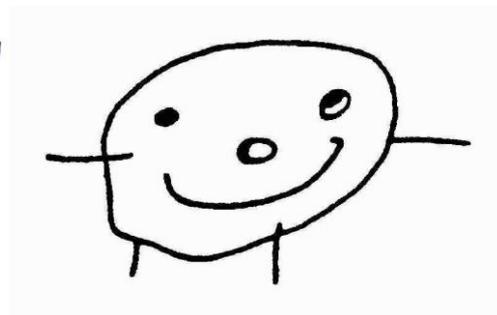


The Federation of Duke Street and  
Highfield Nursery Schools.

# SINGLE EQUALITIES POLICY 2021-2024



“We aim to provide a stimulating and inclusive environment where each child has an equal opportunity to access learning appropriate to individual needs through planned, meaningful and exciting activities”

This Single Equalities policy outlines the commitment of the staff, children and governors of The Federation of Duke Street and Highfield Nursery School (DSNS&HFNS) to ensure that equality of opportunity is available to all members of the school community. For the purpose of this policy we will refer to the school as a setting. *For our setting this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in the setting, whilst celebrating and valuing the achievements and strengths of all members of the settings community.* These include:

- Children
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the setting
- Visitors to school
- Students on placement

At this setting (DSNS & HFNS) we advance equality of opportunity between people who share a protected characteristic and people who do not share them. The protected characteristics being defined as = disability, gender assignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We believe that equality at our setting should permeate all aspects of the setting's life and is the responsibility of every member of the setting and wider community. Every member of the setting's community should feel safe, secure, valued and of equal worth.

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.

- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our Mission Statement says:

DSNS - “ Our Duke Street Family work together to create an exciting, happy and welcoming environment where we aim to develop confidence, resilience, natural curiosity and a lifelong love of learning for all our community. Our mission is to transform the lives of the children and families we work with, through creating a nursery that feels safe with a supportive and nurturing environment. Welcome to our family where everyone is encouraged to thrive.

HFNS - Highfield Nursery School is a place where everyone matters, a place at the heart of the community. The desire to implement a vision that will engage individuals and ensure each individual is given the opportunity to develop and make progress in all areas of learning and in life. To support our work with children and families everyone at Highfield Nursery School is committed to: showing respect for diversity, promoting equality of opportunity, genuinely listening to and learning from each other, involving children and families, providing the best possible outcomes for all and being responsive and flexible to Individual’s needs

Visitors often comment on the warm and welcoming atmosphere they receive when attending our setting. Multiagency workers and families often comment on how friendly and inspiring our staff and children are.

In 2019 Ofsted (DSNS) commented: *Many children attending the school are vulnerable learners, sometimes owing to difficult circumstances at home. These children are especially welcomed, and school staff leave no stone unturned where there is a need to provide extra help and support. Leaders and staff know that helping vulnerable children frequently means helping the whole family.*

In 2018 Ofsted (HFNS) commented: *To tackle the poor language skills that many children have when they come to the Nursery, you have ensured that there is plenty to promote literacy as well as to develop early mathematical skills.*

Parents state that: “The atmosphere is friendly and staff are very caring, they take their responsibility of nurturing such young children very seriously and each child is treated as an individual”.

## The Federation in Context

The Federation provides early education to children aged 2 years – 5 years. Provision runs from 8am until 5.30pm Monday to Friday (HFNS) and 8am – 4pm ( DSNS) , term time only. The local area covers areas of significant disadvantage. The area is predominantly white British ethnicity, with a small community of Eastern European and Pakistani heritage accessing services.

Both nursery schools attract a higher than average percentage of children with additional need and disabilities. We are proud of the care and support we provide for those children and their families.

Information concerning the gender, ethnicity, languages and disabilities of pupils and staff is collected and recorded on SIMS data bases which are regularly updated. This information is used to map performance and demographic trends and to ensure provision is continually developed to meet the needs of all. The governing body is representative of the local community.

Each school has a comprehensive Accessibility Policy which demonstrates our committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The Federation consistently has a higher than average number of children who may be classed as vulnerable. These may be children who meet the 2-year funding criteria, EYPP, known or previously known to C.S.C., children who have experienced early trauma. Staff are skilled and highly trained to support the needs of those children and their families. In 2020 HFNS achieved the Bronze award in Attachment Friendly Schools Award. In 2021 DSNS achieved the Silver award in Attachment Friendly Schools Award.

## Legislation and Guidance

This document refers to the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

and the Equality and Human Rights Commission: Technical Guidance for Schools:

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

## Roles and Responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including

to staff, pupils and parents, and that they are reviewed and updated at least once every four years;

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the executive Headteacher.

The equality link governor is: To be confirmed

They will:

- Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed;
- Ensure they're familiar with all relevant legislation and the contents of this document;
- Attend appropriate equality and diversity training;
- Report back to the full governing board regarding any issues.

The Executive Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils;
- Monitor success in achieving the objectives and report back to governors.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out from page 8. All staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.

All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.

We will take steps to ensure all visitors to the school adhere to our commitment to equality.

## Policy Development

This policy applies to the whole school community and adheres to the Equality Act 2010. It has been drawn up and revised as a result of the outcomes of a transparent process and through consultation with:

- ◆ Staff – staff meetings lead by the ENCo
- ◆ Governors – Governors Meetings
- ◆ Parents users – via school websites and parents notice board

## Eliminating Discrimination

At DSNS and HFNS, we recognise that all members of the federation and our wider community are of equal value. We are aware of our obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every three years.

The Executive Headteacher is responsible for monitoring equality issues, aided by our equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **Advancing Equalities of Opportunity.**

Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or pupils with a certain ethnic backgrounds who may be subject to racial abuse).

Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim staff to pray at prescribed times).

Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies).

In fulfilling this aspect of the duty, the federation will:

Publish attainment data each academic year showing how pupils with different characteristics, which will include vulnerable children, are performing.

Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.

Make evidence available identifying improvements for specific groups.

Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

## **Fostering Good Relationships**

As a federation we believe that we should treat each other with care, respect and kindness, and that strong positive relationships make a great school community. We aim to foster good relations between those who share a protected characteristic and those who do not share it by:

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching Personal, Social and Emotional Development (PSED), British Values and cultural capital. For example, as part of teaching and learning in early reading, pupils will be introduced to literature from a range of cultures. We support children's personal, social and emotional development (PSED) by giving them opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they're going to use the resources we've made accessible to them, we promote democracy. We help children to develop a positive sense of themselves. Every time we provide opportunities for children to gather wild flowers, mix their own colours for leaf painting or take part in a running race we are helping them to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, we are promoting individual liberty.

Working with our local community. This includes inviting leaders and / or family members of local faith groups to speak to children and introduce them to the faith. We celebrate cultures and faiths through real experiences by cooking traditional foods and listening to music.

Encouraging and implementing initiatives to deal with conflict that may happen in nursery. Promoting conflict resolution and helping children to gain empathy for others. We also work with parents to promote knowledge and understanding of different cultures.

## Publicising the Policy

Our Single Equalities Policy is a public document and is made available to all stakeholders through our school website. The policy is made reference in our prospectus and hard copies are available in the Setting.

## Equality Objectives

### **Equalities Target for 2023- 2024**

#### **To successfully achieve Lancashire Quality Award – Equality in the Early Years by September 2024**

The Equality in the Early Years award will support practitioners to fully consider the key skills required for ensuring equitable practices, such as valuing difference and challenging stereotypical behaviours.

The aim will be to complete the actions required to achieve the LQA Equalities in Early Year's Kitemark This LQA module encapsulates equality as an integral element of early years practice that ensures good outcomes for all children, especially those that fall into the vulnerable categories.

## Monitoring arrangements

We will review and update the equality information we publish at least each year to demonstrate how we are meeting the aims of the general public sector equality duty and to evidence progress made towards our equality objectives. Our objectives will be drawn up and published by the Governing Body at least every 4 years.

## Considering Equalities in Decision Making

Our school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis. We keep a written record to show we have considered equality issues and asked relevant questions about the impact of our decisions on different groups in the school community.

## SOURCES OF EQUALITY INFORMATION

Information is stored on a secure server and uses SIMS for pupil and staff data **School** application form; postcode data; SIMS database; parent questionnaire, supervision meetings, performance management meetings; team and staff meetings.

## DEVELOPING BEST PRACTICE

### Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping. We will plan according to those reflecting the cohort accessing provision within that time.
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour and sex stereotypes.
- Provide opportunities for children to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups

- Take account of the performance of all children when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of children
- Identify resources and training that support staff development
- During induction periods review the new cohort, consult with parents and plan for and enhance provision to meet the needs of this new intake
- Consultations with other professionals influences planning and provides a highly relevant level of support for vulnerable children
- Leaders and managers, through staffs supervision, ensure that all children are progressing well with learning and development and meeting their expected levels

## Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All children are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher / practitioner enthusiasm is a vital factor in achieving a high level of motivation and good results from all children
- Adults in the school provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school places a very high priority on the provision for special educational needs and disability.
- We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The school provides an environment in which all children have equal access to all facilities and resources
- All children are encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the setting to ensure that effective learning takes place at all stages for all pupils
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage

The provision of good quality resources and materials within Federation is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the settings community

We encourage our families to bring in ethnical and cultural resources which reflect their cultures and ask families to share these with the children

## Curriculum

Within the federation we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Is the curriculum is very child centred and focuses on individual children's needs and interests?
- Children will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all children have access to the early years curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles

## Language

We recognise that in the federation it is important that all members of the community use appropriate language which:

- Does not transmit or confirm stereotypes
- Not discriminatory or racist language
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

## Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- We encourage the career development and aspirations of all staff.
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of children
- Access to opportunities for professional development is monitored on equality grounds

## Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions

- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Note: Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particularly those roles that provide spiritual leadership. However this would not apply for all staff in School. In addition, there are also instances in which a job will qualify for a genuine occupational requirement on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

## Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all children to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the setting
- Members of the local community are encouraged to join in setting activities
- Exploring the possibility of the setting having a role to play in supporting new and settled communities

Policy written .....September 2023

Written by .....Mrs Susan Conron.....Position .....Executive Headteacher

Policy review date .....September 2024

Date shared with staff .....4<sup>th</sup> October 2023

Date shared with governors ....Curriculum Committee 16<sup>th</sup> October 2023