

Stockingford
Early Years Centre & Library



**Nursery School
Single Equality Scheme
2017-2018**

Vision and Values

Stockingford Early Years Centre & Library Nursery School Vision: 'A Centre of opportunity for children, families and our community'

At Stockingford Early Years Centre & Library Nursery School staff, governors and parents work in partnership with the local community and other stakeholders to create inclusive Schools where everyone feels safe, welcome, respected and valued. We strive to create an environment which is challenging, stimulating, creative and enjoyable. All participants are supported and encouraged to achieve their own potential, making the difference in becoming independent and lifelong learners who are able to make a positive contribution to our society

Aims

To provide warm, friendly, welcoming, safe and supportive environment where partnerships are built, valued and understood
To work together for our local community
To provide a rich and stimulating environment enabling the unique child to become a competent learner

Our equality vision and the values that underpin School life

At Stockingford Early Years Centre & Library Nursery School 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 Schools, 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 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 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 Stockingford Early Years Centre & Library Nursery School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit.

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 Centre is committed to meeting our 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. We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

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)**
- **Marriage and Civil Partnership (for employees)**

In order to meet our general duties, listed above, the law (for schools) requires us to undertake some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information - to demonstrate compliance with the general duty across its functions
- Prepare and publish equality objectives

We will not publish any information that can specifically identify any individual child or adult

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school and Ofsted registered childcare provider. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above, however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

Disability: At Stockingford Early Years Centre & Library we implement accessibility plans which are aimed at

- Increasing the extent to which disabled children can participate in the curriculum
- Improving the physical environment 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. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Community Cohesion: We welcome our duty under the Education and Inspections Act 2006 to promote 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

Addressing Prejudice Related Incidents: Stockingford Early Years Centre & Library is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our children, service users and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material.

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 of Federation retains overall responsibility for ensuring that the action plan is delivered effectively and reported on to Governors, via the Head Teachers report to Governors.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.	Keyperson
Single equality scheme	Head
Disability equality (including bullying incidents)	Head
SEN/D (including bullying incidents)	Head
Accessibility	Head
Gender equality (including bullying incidents)	Head
Race equality (including racist incidents)	Head
Equality and diversity in curriculum content	Head
Equality and diversity in pupil achievement	Head
Equality and diversity - behaviour and exclusions	Head
Participation in all aspects of school life	Head
Impact assessment / quality review / monitoring	Head
Stakeholder consultation	Head
Policy review	Governors
Communication and publishing	Head

Commitment to review The Centre's equality scheme will be aligned with the Single Integrated Development Plan for the Nursery School and for the Children's Centre, its implementation will be monitored within the Schools self-evaluation and other review processes as well as being updated at least annually. 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.

Publishing: We will publish information annually on the Schools websites. This information will include relevant policies and the objectives set by the Schools. >-

Commitment to action:

	Responsibility
Governing Body	<p>Involving and engaging the whole community of Stockingford Early Years Centre (SEYC) in identifying and understanding equality barriers and in the setting of objectives to address these. The Governing Body will also agree the Equality Statement and objectives.</p> <p>Governors will:</p> <ul style="list-style-type: none"> • 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 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 • 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)
Headteacher and Senior Management Team	<p>As above including: Promoting key messages to staff, parents and children about equality and what is expected of them and can be expected from the SEYC carrying out its day to day duties. Ensuring that the whole community receives adequate training to meet the need of delivering equality, including child awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. Ensure fair treatment and access to services and opportunities.</p> <p>Head and Children's Centre Manager will:</p> <ul style="list-style-type: none"> • Implement the equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary • Initiate and oversee the development and review of equality policies and procedures • Ensure all staff are aware of their responsibility to record and report prejudice related incidents • Consult children, staff and stakeholders in the development and review of policies • Ensure 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 • Provide appropriate role models for all managers, staff and children • Highlight good practice and 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
Teaching & Non Teaching Staff	<ul style="list-style-type: none"> • Help in delivering the right outcomes for children • Uphold the commitment made to children and parents/carers on how they can be expected to be treated • Behave with respect and fairness to all colleagues and children, carrying out the letter and spirit of the school's equality scheme • Design and deliver an inclusive curriculum • Support the school and the governing body in delivering a fair and equitable service to all stakeholders • Uphold the commitment made by the Headteacher on how children and parents/carers can be expected to be treated • Support colleagues within the community • Raise issues with line managers which could contribute to policy review and development
Parents/carers	<p>Take an active part in identifying barriers SEYC's community and in informing the governing body of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging SEYC to achieve the commitment given to our community in tackling inequality and achieving equality of opportunity for all</p>
Children (where appropriate)	<p>Support SEYC to achieve the commitment made to tackling inequality. Uphold the commitment made by the Headteacher on how children and parents/carers, staff and wider school community can be expected to be treated.</p>
Local Community Members	<p>Take an active part in identifying barriers for SEYC's community and in informing the governing body of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging SEYC achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.</p>

We will ensure that the whole Centre community is aware of the Equality & Diversity Statement and our published equality information and objectives by publishing them on our website.

Engagement: Involving our learners, parents/carers and others

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's approach, such as disability equality groups and other relevant special interest organisations. Evidence of this engagement will be included in the review of the SIDP, through the Self Evaluation process and in reports to Governors.

Using information: Evaluating the impact in terms of the outcomes

- We make regular assessments of children' learning and use this information to track children' progress. 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 LA data, to ensure that children are making appropriate progress
- Senior Leadership Team monitoring ensures that provision is assessed to make sure our range of resources promote a wide range of diversity
- 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
- We will report our analysis of equality information to Governors in an annual basis - to demonstrate compliance with the general duty across its functions

Our School's Equality Objectives

Achievements to date:

- Data shows that vulnerable groups in the nursery enter with below age related expectations but make excellent progress.
- Setting up of specific groups to support children with SEND and different levels of intervention
- Prevision of Communicate in Print and Makaton training to help staff aid communication with children
- Broad spectrum of attendance of two year olds including those in targeted groups
- Governor monitoring of SEND and Safeguarding practices
- Training related to radicalisation

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

- Parents and children's voice through questionnaires and feedback
- Review of various data sets
- Discussions with staff and stakeholders

Key priorities for action

List of equality objectives: Equality Objectives	Protected Characteristic
1. Monitor and analyse children's achievement in the Nurseries by gender, EAL and SEND and act on any trends or patterns in the data that require additional support for pupils	Gender, race, disability
2. Ensure that representation on the Governing Body reflects the composition of the community	Gender race disability religion age
3. Ensure that resources and displays around the Schools 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. Analyse data related to Admissions, Attendance, Attainment, Exclusions & Prejudice related incidents and report this to Governors	Gender race disability religion

Action Plan

Equality Objectives: Action Plan	Activity	Person Responsible	Completion date
1. Monitor and analyse children's achievement in the Nurseries by gender, EAL and SEND and act on any trends or patterns in the data that require additional support for pupils	Data mapping November, March, June	HT Children's Centre Manager	On going
2. Ensure that representation on the parents Governing Body reflects the composition of the community	Ensure that information about participation is communicated to all service users	SLT	Annually
3. Ensure that resources and displays around the Centre promotes diversity	SLT monitoring	SLT	On going
4. Increase children's and families awareness and understanding of different communities	Celebrate cultural events throughout the year and utilise families skills and experiences	SLT	Annually through curriculum
5. Analyse data related to Admissions, Attendance, Attainment, Exclusions & Prejudice related incidents and report this to Governors	HT report to Governors to these sections - analysed in relation to the relevant protected characteristics	HT	Termly

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other policies are dealt with, as determined by the head teacher and governing body.

Monitor and Review

We will review our objectives annually in relation to any changes in our school profile.

Date Approved: September 2017

Date to be reviewed: September 2018