

Knowles Nursery School

Single Equality Scheme and Equal Opportunities Policy

Knowles Nursery School is a school which is at the centre of a diverse cultural and socio-economic community in Bletchley. It has no catchment area and is committed to providing an inclusive learning and working environment.

Equality of opportunity at Knowles Nursery School is about providing equality and excellence for all in order to ensure the highest possible standards of achievement. Equality of opportunity applies to **all** members of the school community i.e. children, staff, governors, parents and wider community members. This **Single Equality Scheme/Equal Opportunities Policy** reflects the school's commitment to the general and specific duties of the **Equality Act 2010** and includes the core values, ethos and aims of the school. The scheme/policy function is to ensure that the school meets the needs of all, taking account of gender, gender reassignment, race, religion or belief, sexual orientation, age, disability, marriage and civil partnership, pregnancy and maternity (**protected characteristics**) and those identified as being from vulnerable or underperforming groups. Equality issues will directly influence the school's decision-making process.

The school's Commitment to Equality

Knowles Nursery School aims to:

- Ensure that all children and staff are enabled to achieve their full potential.
- Work in close partnership with parents/carers and the wider community to promote and disseminate equality good practice.
- Foster respect between different groups of people.
- Prepare children for life in a diverse society.
- Deal proactively with incidents of discrimination, challenge bias and stereotyping and record as appropriate.
- Ensure that all staff, pupils, parents/carers adhere to the principles of the Single Equality Scheme/Equal Opportunities policy.

Responsibilities

The Governing Body will:

- Ensure that the school complies with the Equalities Act 2010.
- Ensure that the Single Equality Scheme/Equal Opportunities policy and its related procedures and strategies are implemented and reviewed.
- Evaluate information and objectives.
- Identify a governor with lead responsibility for the Single Equality Scheme.
- Identify and undertake necessary training.

The Headteacher will:

- Work in partnership with the governing body to ensure that the Single Equality Scheme/Equal Opportunities policy and related procedures and strategies are implemented and reviewed effectively.
- Monitor and report progress within the Single Equality Scheme.
- Ensure that all staff are aware of their responsibilities under the scheme/policy and are given appropriate training and support so that they can fulfil their responsibilities
- Take appropriate action with staff or pupils who discriminate.
- Identify a member of staff to coordinate work under the **seven protected characteristics**.
- Report incidences of discrimination as requested by the LA, for example, prejudice based incidents.
- Monitor teaching and curriculum developments to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and the wider community.

All staff will:

- Be aware of the Single Equality Scheme/Equal Opportunities policy, actively support it and ensure that any training requirements are reported to the Headteacher.
- Deal with incidents of discrimination and know how to identify and challenge bias and stereotyping and report appropriately.
- Ensure that activities or personal behaviour do not discriminate on any grounds.
- Keep up to date with Equalities Legislation by attending training and information events organised by the school or LA.
- Ensure that pupils from all groups have full access to the curriculum.
- Promote equality and diversity through learning opportunities and through community cohesion.

Visitors and contractors will:

Be aware of and comply with the school's Single Equality Scheme/Equal Opportunities policy.

Evidence of Good Practice:

A. Teaching and learning

- Staff create an environment where all pupils can contribute fully and feel valued.
- Teaching takes account of pupils' differing/specific needs and learning styles.
- Practitioners challenge stereotypes and build pupil awareness so that they can detect bias and challenge discrimination.

B. Curriculum

- Each area of the curriculum is planned to enable equality of opportunity and promote positive attitudes towards diversity.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils from all groups.
- Resources and displays portray positive images of different people and cultures.
- Role models and presenters from a range of different racial and faith groups are used to share a wide range of skills and experiences.

C. Attainment, data analysis and assessment

- The school has equally high expectations of all groups of pupils and is committed to encouraging and enabling all pupils to achieve the highest standards.
- Action is taken to remove disparities between different groups of pupils.
- The school recognises and values all forms of achievement.
- Pupil attainment and progress can be monitored for example by ethnicity and evaluated to identify trends and patterns of underachievement (including local and national).
- Data is available to explain the composition of the school population.
- All methods of assessment are monitored to ensure that they are, as far as possible, free of bias.
- All pupils are appropriately supported in assessments so that they are able to show fully both what they know and what they can do.
- Particular attention is paid to identifying and meeting the needs of individuals/groups that are particularly vulnerable or disadvantaged.

D. Behaviour

- The school ensures that its policy and procedures for managing behaviour are fair and equitable to pupils from all groups.

E. Admissions and attendance

- The admissions policy and criteria are equally open to pupils from all groups.
- The admissions process is monitored to ensure that it is administered consistently and fairly.
- Provision is made for leave of absence for religious observance. This includes staff as well as children.

- Pupil attendance is monitored by ethnicity.

H. Staff recruitment and professional development

- All the posts, including those for non-teaching staff, are advertised and open to the widest pool of applicants.
- Everyone involved in recruitment and selection is trained and aware of what they should do to avoid discrimination.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels in the school.
- Applications for employment, training and promotion, along with details of staff in post, are monitored by ethnicity.

I. Partnership with parents/carers

- All parents/carers are encouraged to participate in the full life of the school.
- Parents/carers will have access to the Single Equality Scheme and be encouraged to support it.
- Positive steps will be taken by the school to encourage the involvement and participation of under-represented groups.

J. Monitoring and review

- The governing body will monitor the implementation and impact of the Single Equality Scheme/Equality Policy and review regularly to ensure that it does not disadvantage any group.
- The effectiveness of the Single Equality Scheme/Equality policy will be evaluated as part of the school improvement plan by the Headteacher/member of staff responsible and a report provided to the governing body. Information and equality objectives will be made public in a reasonably accessible way.

Signed

Date adopted by the governing body

Date of review