



## Hillside Nursery School Single Equalities Policy

At Hillside Nursery School all staff, children and governors are committed to this Single Equalities Policy. This will ensure that equality of opportunity is available to all members of the school community. 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, celebrating and valuing the equal opportunity achievements and strengths of all members of the setting's community. These include: -

- Pupils
- Teaching staff
- Non-teaching staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the setting
- Visitors to the setting
- Students on placement
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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 the wider community. Every member of the setting and the wider community should feel safe, secure, valued and of equal worth.

At Hillside Nursery School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination.

**Hillside Nursery School aims to promote equality of educational opportunity for all children regardless of gender, race or disability within a child – centered learning environment. We aim to support the children and their families in school, at home and within the wider community, helping to lay the foundations for lifelong learning.**

We will actively promote Fundamental British Values as part of our commitment to Equalities and the school will value these through children's Spiritual Moral Social and Cultural Development.

- Democracy
- Rule of Law
- Mutual Respect
- Individual Liberty
- Tolerance of those with different faiths and beliefs.

We understand community cohesion to be one in which there is common vision and a sense of belonging, a society in which diversity of people's backgrounds and circumstances is appreciated, valued and supported by our Single Equalities Policy.

Covered within this policy are:

Disability

SEN

Race

Gender

Age

Sexual Orientation

Religious Belief.

## **The school in context**

Key features of the school:

Hillside Nursery School has 112 places for two, three to four year olds. This currently comprises of 56 places in the morning and 56 places in the afternoon. The vast majority of our children are of White British heritage, the next two largest groups of children are of Pakistani and Bangladeshi heritage. A small majority of children are of Asian and White European heritage. The majority of our children live in the local community in Haslingden. This is an area of high deprivation. There are no children, staff or governors with a disability

## **Ethos and Atmosphere**

- At Hillside Nursery School, the leadership of the school Community will demonstrate mutual respect between all members of the school community.
- There is an openness of atmosphere which welcomes everyone to the school.
- All within our school community will challenge any type of discriminatory and / or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.
- All children are encouraged to greet visitors to our school with friendliness and respect.
- There should be an 'openness' of atmosphere which welcomes everyone to the setting
- The displays around the setting are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored
- Provision is made to cater for the spiritual needs of all the children through special events and classroom based activities

## **Policy Development**

This policy applies to the whole setting community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with:

- Staff
- Children
- Governors
- Parents

## **Monitoring and Review**

Hillside Nursery School is an inclusive school working towards greater equality. We use the curriculum and teaching to enhance the self-esteem of all those we serve and to provide a learning environment in which each individual is encouraged to fulfil her or his potential. We collect and analyse the following equality information for our Children:

We make regular assessments of children's learning on entry, mid-year and on exit. We use this information to track children's progress throughout their time in nursery school. Group data is analysed by ethnicity, date of birth, disability, languages spoken, and gender 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. Senior leaders talk to Key Persons about the progress of their key children regularly, so that no child is left behind.

Resources are available to support groups of children where the information suggests that progress is not as good as it should be. The governing body receives regular updates on children's performance information. As well as monitoring pupil performance information, we also regularly monitor range of other information. This relates to:

- Attendance
- Incidents of racism, disability, sexist incidents, homophobia and all forms of bullying;
- Parental involvement
- Participation in extra curriculum activities

Hillside Nursery School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We collect and analyse the following profile information for our staff and governors:

- Applications for employment
- Performance Management for teaching and non-teaching staff
- Attendance at training and INSET events
- Disciplinary and grievance cases
- Sickness Absence Management

All information is kept in a secure area and is confidential.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan at Hillside Nursery School is the Headteacher – Mrs Wiggan  
Her role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

### **Developing Best Practice Learning and Teaching**

We aim to provide all our children 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 children and prepare them for life in a diverse society
  - Use materials that reflect a range of cultural backgrounds, without stereotyping
  - Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils 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 children's 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;
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all groups of children
- 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

## **The Learning Environment**

There is a consistently high expectation of all children 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 enthusiasm is a vital factor in achieving a high level of motivation and good results from all children
- Adults in the school will 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 aim to 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 pupils have equal
- access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the school 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

## **Curriculum**

At Hillside Nursery School 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
- Children will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All children have access to qualifications which recognise attainment and achievement and promote progression

## **Resources and Materials**

The provision of good quality resources and materials within Hillside Nursery School 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 school community

When ordering new resources and materials we will consider how they show equality as part of the criteria for assessment.

## **Language**

We recognise that it is important at HillsideNursery School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- 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

## **Extended Learning Opportunities**

It is the policy of our school to provide equal access to all activities from an early age.

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. sports helpers) by providing them with guidelines drawn from this policy.

We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

## **Provision for Bi-lingual Pupils**

We undertake at Hillside Nursery School to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups include:

- Children for who English is an additional language
- Children who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners

Bilingual pupils are encouraged to use their first language effectively for learning.

## **Personal Development and Pastoral Guidance**

- Staff takes account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker children
- All children are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)

- All children/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of children can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

### **Staffing and Staff Development**

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

- This must include children's access to a balance of male and female role models, although we are aware of our limitations given that the staff team are all female at present. We encourage parental involvement in activities from suitable male role models.
- we encourage the career development and aspirations of all school 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, there are instances in which a job will qualify for a genuine occupational qualification 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 pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school.
- Setting up, as part of the schools' commitment to equality and diversity, a group made up of all stakeholders of the school community. This will be developed to support the school with matters related to its equalities duties as well as to support with wider aspects of school life.
- Members of the local community are encouraged to join in school activities
- Exploring the possibility of the school having a role to play in supporting new and settled communities

## **Roles and Responsibilities**

- Our Governing Body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- The Headteacher is responsible for the implementation of this policy, and will ensure that staff is aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The Headteacher has day-to-day responsibility for co-ordinating the implementation of this policy
- Our 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 and staff 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

## **Commissioning and Procurement**

HillsideNursery School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

## **The Measurement of Impact of the Policy**

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

### **Publicising the Policy and Plan**

This policy and plan will be made available in the following areas:

- School policy File
- Website
- In the induction process of staff and children
- During staff meetings for teaching and non-teaching staff

### **Annual Review of Progress**

The Headteacher will report to the Governing Body in her annually on any aspects of ethnicity, disability and gender. This will also include progress to improve access for disabled children which incorporates access to the curriculum, physical access and access to information.

This policy has a life span of three years and therefore we will review and revise this scheme as part of a three-year cycle.

### **Equality Impact Assessments**

Undertaking equality impact assessments (EIAs) is similar to undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy, function or strategy will be on a wide range of people.

EIAs were introduced with the Race Equality Duty and are now also required for both disability and gender. It is also best practice to consider age, religion and belief, and sexual orientation as part of this process.

EIAs are a way in which we can analyse all of our work (this could be a policy, procedure, project, strategy or service) to ensure it meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our services.

**Hillside Nursery School Equalities Action Plan and Equalities Objectives**  
**Review Date 2017-2018**

<b>Action</b>	<b>Monitoring the impact of the action</b>	<b>Person Responsible</b>	<b>Timescale</b>	<b>Success Indicator</b>
Publish and promote the equality policy through the school website, newsletter and staff meetings.	Discussion about equality with Parent, staff and governors.	Head Teacher	November/ December 2018	Parents and staff will be familiar with the policy and this will be observed in practice
To establish a working party consisting of staff and governors and parents.	Staff meetings Parents Meetings Governors Meetings	Head Teacher	April 2019	Improved monitoring of action plan to support the school in meeting its objectives.
Monitor and analyse pupil achievement by race, gender and disability and act upon any trends or pattern in the data.	Achievement data analysed by race, gender and disability.	Head Teacher Lead Teacher	November 2018	Analysis of teacher assessments / annual data will demonstrate the gap is narrowing for equality groups.
Ensure all children are given the opportunity to make a positive contribution to the life of the school.	Teachers / Head teacher observations and monitoring of planning for provision for race, gender, disability, through an appropriate curriculum.	Head Teacher Lead Teacher	From November 2018	Observations judged to be 'Good' or 'Outstanding'. The children's voice is included in all aspects of the curriculum.
Identify, respond and report racist incidents as outlined in the policy.	Governors to monitor incidents through Head teacher's termly report.	Chair of Governors	Termly report	Staff are more aware of and respond to racist incidents

<b>Action</b>	<b>Monitoring the impact of the action</b>	<b>Person Responsible</b>	<b>Timescale</b>	<b>Success Indicator</b>
Staff training and development through staff meeting/ INSET to explore the policy and how this reflected in practice.	Staff discussion to assess knowledge and understanding of the policy.	Head teacher and Lead Teacher.	April 2019.	All staff more equipped as to how the policy is reflected in every day practice.
An Equalities Named Co-ordinator to be appointed and the role to be discussed in a staff meeting.	An advocate in school to actively promote equality and diversity in school and within the wider community.	Head teacher.	By the end of November 2018.	That equality is a regular agenda item at staff meetings and that the policy aims are promoted. Change is influenced within the school context.
Staff meeting to explore the meaning of 'Inclusive Practice' t	Impact evident on practice – Displays and planning.	Head teacher / ENCo (Equalities Named Coordinator). and Lead Teacher.	January 2019– March 2019.	Impact on change in the environment and adult interactions.
To audit the provision to ensure the resources reflect the different cultures of our pupils	Impact evident in the provision	Head teacher		The environment reflects the cultures of all the pupils in nursery.

