

Rye Park Nursery School Centre Equality Scheme

2016 to 2020

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Vision and Values

Our equality vision and the values that underpin school life

‘Nurturing Every Child to reach their full Potential’

We maintain that each child is equal regardless of race, sex, culture, class, religion or disability. The experiences that each child brings to the nursery will be valued equally. All staff are committed to identifying and meeting individual children's needs positively. We will ensure that every child has equal access to a broad and balanced nursery curriculum. The school has a strong tradition of promoting positive attitudes to special educational needs and disabilities. Children are encouraged to respond positively to the needs of others. We want to give all the children at Rye Park Nursery School the opportunity to experience every type of activity and interest as it arises in the nursery school, and encourage them to make use of these opportunities.

At Rye Park 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 centre, 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 Rye Park Nursery School Centre we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

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.

School Context

The characteristics of our school

The maintained nursery school has been on its present site since 1986 but has a long history beforehand. Our school is set in the 4th most deprived ward in Hertfordshire. Outstanding Ofsted judgement for nursery school in July 2008 & September 2010 & Dec 2013

Characteristic	Total	Breakdown (number and %)
Number of children	83	42 % Female () 58 % Male ()
Number of staff	27	96% Female () 4% Male ()
Number of governors	15	80% Female () 20% Male ()
Religious character		% Christian (); % No faith (); % Muslim (); % Hindu (); % Buddhist (); % other religion ()
Attainment on entry		47% below typical level of development
Mobility of school population		Limited mobility
Children eligible for EYPP	12	14.4%
Previously funded 2 year old children	16	19.2%
Deprivation factor	High	IDACI 30% most deprived
Disabled staff	0	
Disabled children (SEN/LDD)		1 pupil with EHCP awaiting place in Specialist School 3 pupils proceeding with EHCP applications this term 3 pupils with ENF (additional funding)
Disabled children (no SEN)	0	0
BME children		89% White British (74) 1.2% Traveller 1.2% Black/Caribbean 1.2% Any other ethnic group 7.2% White other groups
BME staff & volunteers		100% White British
Children who speak English as an additional language		1.2% Bulgarian 1.2% Hungarian 1.2% Oromo 4.8% Polish
Average attendance rate	83%	Non compulsory so very high attendance considering all factors.
Significant partnerships, extended provision, etc.		Integrated Children's Centre led by Barnardos. Integrated Early Years Specialist Development Early Centre, Commissions Speech and Language Therapist Services, Active member of Hoddesdon and Broxbourne local partnership, Chair of ENF Cluster and Panel Representative
Awards, accreditations, specialist status		Ofsted Outstanding in 2006/7, 2009/10, 2012/13



Legal Background

The duties that underpin our scheme

Our school is committed to meeting its 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. 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)*

Disability

At Rye Park Nursery School Centre we implement accessibility plans which are aimed at:

- increasing the extent to which disabled children can participate in the curriculum;
- improving the physical environment of centre 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.

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

Roles and Responsibilities

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

Helen Ackerman, Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively.

Every term, senior leaders and key staff will report to the Headteacher on actions and progress. Every term there will be a report on equality and diversity to the Governor's meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality scheme	Helen Ackerman, Head Teacher
Disability equality (including bullying incidents)	Helen Ackerman, Head Teacher
SEN/LDD (including bullying incidents)	Helen Ackerman/Helen Blay SENCO
Accessibility	Helen Ackerman, Head Teacher
Gender equality (including bullying incidents)	Helen Ackerman, Head Teacher
Race equality (including racist incidents)	Helen Ackerman, Head Teacher
Equality and diversity in curriculum content	Ros Scarborough Senior Teacher
Equality and diversity in pupil achievement	Helen Ackerman, Head Teacher
Equality and diversity – behaviour and exclusions	Helen Ackerman, Head Teacher
Participation in all aspects of school life	Helen Ackerman, Head Teacher
Impact assessment	Helen Ackerman, Head Teacher
Stakeholder consultation	Ros Scarborough/ Helen Blay
Policy review	Neil Harvey, Chair of Governors
Communication and publishing	Sheridan Martin, Office Manager

Commitment to review

The school equality scheme will be aligned with the Centre Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish information annually on the school and centre website. This information will include relevant policies and objectives set by the centre.

Commitment to action

	Governors will:
Policy Development	<ul style="list-style-type: none"> ● Provide leadership and drive for the development and regular review of the school's equality and other policies
Policy Implementation	<ul style="list-style-type: none"> ● 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
Behaviour	<ul style="list-style-type: none"> ● 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
Public Sector Duties	<ul style="list-style-type: none"> ● 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)
	Headteachers and senior staff will:
Policy Development	<ul style="list-style-type: none"> ● Initiate and oversee the development and regular review of equality policies and procedures ● Consult children, staff and stakeholders in the development and review of the policies
Policy Implementation	<ul style="list-style-type: none"> ● Ensure the 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 ● Oversee the effective implementation of the policies
Behaviour	<ul style="list-style-type: none"> ● Hold line managers accountable for effective policy implementation ● Provide appropriate role models for all managers, staff and children ● Highlight good practice from teams, individual leaders, staff and children ● Provide mechanisms for the sharing of good practice ● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> ● Ensure that the school carries out its statutory duties effectively
	Line managers will:
Policy Development	<ul style="list-style-type: none"> ● Respond to consultation requests by creating opportunities for children and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
Policy Implementation	<ul style="list-style-type: none"> ● Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary ● Be accountable for the behaviour of the staff team, individual members of staff and children ● Use informal and formal procedures as necessary to deal with 'difficult' situations
Behaviour	<ul style="list-style-type: none"> ● Behave in accordance with the school's policies, leading by example ● Respond appropriately to the behaviour of children and staff, as a whole, and individuals (praising/challenging as necessary)
Public Sector Duties	<ul style="list-style-type: none"> ● Contribute to managing the implementation of the school's equality scheme

	All staff: teaching and non-teaching will:
Policy	<ul style="list-style-type: none"> • Contribute to consultations and reviews
Development	<ul style="list-style-type: none"> • Raise issues with line managers which could contribute to policy review and development
Policy	<ul style="list-style-type: none"> • Maintain awareness of the school's current equality policy and procedures
Implementation	<ul style="list-style-type: none"> • Implement the policy as it applies to staff and children
Behaviour	<ul style="list-style-type: none"> • Behave with respect and fairness to all colleagues and children, carrying out the letter and spirit of the school's equality scheme • Provide a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> • Contribute to the implementation of the school's equality scheme

All children will:

- Support the school/ centre to achieve the commitment made to tackling inequality.
- Uphold the commitment made by the head on how children and parents/carers, staff and the wider school/centre community can be expected to be treated.

All parents/carers will:

- Take an active part in identifying barriers for the school/centre community and in informing the governing body of actions that can be taken to eradicate these
- Take an active role in supporting and challenging the school/centre to achieve the commitment given to the school/centre community in tackling inequality and achieving equality of opportunity for all.

The Nursery class and Pre-School operate equality of opportunity in its day to day practice in the following ways:

Teaching and learning

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

- Use contextual data to improve the ways in which we provide support to individuals and groups of children and families;
- Take account of the achievement of all children when planning for future learning and setting challenging targets;
- Ensure equality of access for all children and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the setting, population and local community in terms of the Protected Characteristics, e.g. race and ethnicity, religion and belief, gender, or disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents and carers in supporting their child's development and education;
- Encouraging whole centre discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning and development

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability family background or socio-economic factors.

Exclusions will always be based on the Behaviour Policy.

We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Engagement

Involving our learners, parents/carers and others

Engagement – Participation and Involvement

Our school/ centre is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, children, parents and others with particular interests in the development of this scheme. 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 published material showing how the duty has been addressed.

Examples of practice that regularly take place:

- Home Visits before starting parents/carers are asked to inform us about their child's ethnic origin, religion, languages spoken or heard, and disabilities.
- Parent handbook
- Questionnaire following transition
- Children's voice questionnaires (before consultation) and photographs in learning journals
- Staff and governors contributions available in meeting minutes
- Herts Improvement Partner termly visits and reports
- Contacts with relevant community and voluntary groups
- SEN family and children meetings
- Regular Newsletters
- Regularly updated Website

There will be a stakeholder consultation objective in the Action Plan

Using Information

Evaluating the impact in terms of the outcomes

Equality Impact Assessment (EQIAs)

EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our children and staff and that diversity, equality and inclusion run through all areas of Centre life.

- We make regular assessments of children' learning and use this information to track children' progress, as they move through the school/centre. As part of this process, we regularly monitor the performance of identified 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 EYFS Ofsted expectations and local authority data, to ensure that children are making appropriate progress.
- We assess our provision to make sure our range of resources promote a wide range of diversity.
- We collect information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.
- We value more qualitative information which we collect through a variety of methods e.g. children's and parents voice.
- The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action

Stakeholder consultation

- Consult with parents from different backgrounds regularly
 - Consult with staff, governors with equality focus
 - Regularly ask children about their perceptions
 - Use findings from local community to impact on practice
-

Our School's Equality Objectives

Key priorities for action

Achievements to date:

Parents report that they feel welcome and that children with a wide range of needs feel included
Children with additional needs are well supported ensuring that EHCP's (4 in 2015, 2016) and ENF (4 in 2015,2016) is in place when needed ready for their next school.

Data supports the view that vulnerable groups enter significantly below age related expectations and having made outstanding progress relative to their needs

Intervention groups support children with EAL, Speech and Language needs and those children in receipt of EYPP

High level of visual provision in the nursery supports children with speech, language and communication difficulties

Priority provision for funded 2 year olds or vulnerable families with high level of need

Disability

1. Facilities for staff and children have been considerably improved by improvements to premises to allow much better access for staff, parents and children with disabilities to all areas of the nursery
2. Children with complex needs are well supported.
3. Children with sensory needs achieve very well; The Nursery School Centre is recommended by Advisory Teams

Gender

1. We employ a full time male member of staff. Dads and other male carers make visits in the centre.
2. Boys' achievement has improved considerably and is now nearer to girls.
3. Dads feel confident to access parent programmes and learning activities with their children
4. Dads regularly come into nursery to read to children and to support learning

Race

1. Children come from increasingly diverse ethnic backgrounds. We have a full range of resources and events to reflect religious and cultural backgrounds such as, Chinese New Year, Diwali. This enables parents from different ethnic backgrounds to contribute to the setting and present positive images.
2. Parents from all groups contribute confidently to their children's learning.
3. All staff encourage parental involvement.

Age

1. Our workforce spans a wide age range including students, volunteers and an apprentice.
2. Younger students and work experience school students regularly access training at the Nursery School Centre.
3. Parents from all groups contribute confidently to their children's learning

Other – Community Cohesion

1. High level of support from community and governors
2. Global involvement through families/visitors from abroad

Identified equality objectives:

Equality Objectives	Protected Characteristic
1. Provide information in a range of formats to support inclusion	All
2. Monitor and analyse pupil achievement by race, age, gender and disability and act on any trends or patterns in the data that requires additional support for pupils.	All
3. Ensure that curriculum, resources and displays promote diversity in terms of race, culture, gender and disability	All
4. Increase male involvement in the centre	Gender
5. All children with disabilities either with EHCP or on the SEN register make accelerated progress according to their assessed starting points	All

Rye Park Nursery School Centre Equality Action Plan

8: Action Plan

Making progress on equality issues

Priority issue and objective	Protected characteristic	Tasks	Responsibility	Review/impact assessment
1 Provide information in a range of formats to support inclusion	Disability Race Religion Equality	• New website with translate option	Head	Parents with varying needs able to access information and participate fully in the life of the school
		• Read documents together	All staff	
		• Speak to parents to explain messages	All staff	
		• Support parents to help each other to access information	All staff	
2 Monitor and analyse pupil achievement by race, age, gender and disability and act on any trends or patterns in the data that requires additional support for pupils	Gender Race Disability	• Track achievement and progress of significant groups	SLT	Identified groups exit at or above age related expectation
		• Plan learning to support identified gaps in achievement and progress		
		• Ensure additional professional support is sought as early as possible for children with a disability	Head	
		• Ongoing training and feedback to ensure quality teaching	SLT	
		• Curriculum meets the needs of both boys and girls in all areas of learning	SLT	
• Monitoring planning and portfolios to ensure that children's interests are supported	SLT			

3	Ensure that curriculum, resources and displays promote diversity in terms of race, culture, gender and disability	Gender Race Disability Religion Age	<ul style="list-style-type: none"> Plan ethnically diverse activities throughout the year 	SLT	Notable increase in participation and confidence of targeted groups
			<ul style="list-style-type: none"> Staff to talk to parents to gather information about their cultures, invite parents to share with the children 	Team leaders	
			<ul style="list-style-type: none"> Share stories and books relevant to the children's culture 	All staff	
4	Increase male involvement in the centre	Gender	<ul style="list-style-type: none"> Encourage males to offer support eg: reading stories and other learning experiences 	All staff	Male staff visit the school on a regular basis
			<ul style="list-style-type: none"> Encourage male governors to provide positive role models 	Head	