

York Road Nursery and Pre-School School Equality Scheme



Contents

1. Vision and Values
2. School Context
3. Legal Background
4. Roles and Responsibilities
5. Stakeholder Consultation
6. Impact Assessment
7. Our School's Equality Priorities
8. Action Plan

Vision and Values

Our equality vision and the values that underpin school life.

At York Road Nursery School we are committed to ensuring that everyone feels valued, fully included and is enabled to reach their full potential. We are committed to ensuring equality of provision and opportunity for all children, staff, parents and carers, irrespective of race, sex, culture, disability, religion or socio-economic background.

All staff are strongly committed to meeting children's individual needs and to ensuring that they have equal access to a broad and balanced curriculum. Every child will be encouraged and have the opportunity to experience every type of activity.

We aim to develop a culture of inclusion, diversity and community cohesion in which all those connected with the school feel proud of their identity and able to participate fully in the life of the school.

The achievement and progress of children will be monitored 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 York Road Nursery School 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.

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:

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- **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 York Road Nursery School 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 Centres 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

The Headteacher, Diane Frainer, retains overall responsibility for ensuring that the action plan is delivered effectively.

Every term, managers 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 Governors meeting.

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

Responsibility for

Single equality scheme

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Disability equality (including bullying incidents)

SEN/LDD (including bullying incidents)

Accessibility

Gender equality (including bullying incidents)

Race equality (including racist incidents)

Equality and diversity in curriculum content

Equality and diversity in pupil achievement

Equality and diversity – behaviour and exclusions

Participation in all aspects of school life

Impact assessment

Stakeholder consultation

Policy review

Communication and publishing

Commitment to action Governors will:

Policy Development

- Provide leadership and drive for the development and regular review of the school's equality and other policies

Policy Implementation

- 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

- Provide appropriate role models for all managers, staff and pupils
- Congratulate examples of good practice from the school and among individual managers, staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents

Public Sector Duties

- 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

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies

Policy Implementation

- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that managers and staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold line managers accountable for effective policy implementation

Behaviour

- Provide appropriate role models for all managers, staff and pupils
- Highlight good practice from departments, individual managers, staff and pupils
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents

Public Sector Duties

- Ensure that the school carries out its statutory duties effectively

Policy Development

- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard

Policy Implementation

- 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 pupils
- Use informal and formal procedures as necessary to deal with 'difficult' situations

Behaviour

- Behave in accordance with the school's policies, leading by example
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)

Public Sector Duties

- Contribute to managing the implementation of the school's equality scheme

Engagement

Involving our learners and parents/carers

Our school 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, pupils, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies.

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.

Using Information

Evaluating the impact in terms of the outcomes

Equality Impact Assessment (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 school life.

We make regular assessments of children' learning and use this information to track children' progress, as they move through the school. 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 LEA data, to ensure that children are making appropriate progress
- 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.

Stakeholder consultation

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

