

Netherton Park Nursery School



Netherton Park
Nursery School

Equality Policy

Equality Objective Statement

Date: September 2024	Review date: September 2026
Approved at:	Approved by:
Chair of Governor signature:	

Related Policies:

- Accessibility Plan
- Behaviour Policy
- SEND Policy

Equality Objectives 2022-2024

Netherton Park Nursery School is committed to meeting its public sector duties and acknowledges that we have a statutory duty to:

- Eliminate discrimination, harassment and victimisation.
- Promote equality of access and opportunity within our Nursery School and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, faiths, abilities and ethnic origins.

The Equality Act 2010 (Amended 2012) requires schools to publish specific and measurable equality objectives. Our Equality objectives focus on those areas where we have identified to take actions to improve equality and tackle disadvantages.

Netherton Park will achieve this through the following objectives (2024-2026):

- Further developing our knowledge and understanding of British Values so that all children feel valued, included and represented as part of the Nursery School.
- Identifying opportunities in the curriculum to look at culture, religion, beliefs and countries, including exposing all pupils to a range of culturally diverse songs, rhymes and stories.
- Ensuring that resources reflect positive and not stereotypical images of people of different gender, from ethnic minorities, with a variety of abilities and that celebrate diversity.
- Using calendar events as an opportunity to celebrate the festivals of a range of cultures and countries eg using events like World Cup, Olympics as an opportunity to explore other cultures.

The purpose of this policy is to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance quality of opportunity.
- Foster good relations between people in our community.

This policy outlines the commitment of the staff, pupils and governors of Netherton Park Nursery School ensure that equality of opportunity is available to all members of the school and community. For our Nursery School 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 school, whilst celebrating and valuing the achievements and strengths of all members of the school /centres community.

These include:

- Pupils
- Staff
- Parents/carers
- The Governing Body
- Visitors to Nursery School
- Students on placement

We believe that equality at our Nursery School should permeate all aspects of Nursery School life and is the responsibility of every member of the Nursery School and wider community. Every member of the Nursery School community should feel safe, secure, valued and of equal worth. At Netherton Park 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, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Our Aims

- We work closely to build positive relationships with parents, carers and external agencies to ensure the best outcomes for all.
- We provide a welcoming, secure, happy and stimulating environment to enable all children to learn and develop the attitudes and skills that will support them now and into their future.
- We build resilience, support independence, curiosity and discovery through a well planned and resourced curriculum whilst also supporting children to develop their own lines of enquiry.
- We foster a culture of mutual respect that recognises, celebrates and values differences and fosters inclusivity.
- We foster a culture of open communication, we ensure everyone has a voice, that it is heard, listened and responded to.
- We aim for all children to reach their full personal potential.

Nursery School context:

Pupil Characteristics (2024-25)

- The majority of pupils are White/British/English 53% declared, with 14% Pakistani, 6% White and Black Caribbean and 6% Indian, 4% Bangladeshi, 3% White and Asian, 2% Nigerian with the other 12% made up of 1% from each of the following groups: Albanian, Other Asian, Other Ethnic group, Other mixed, Other White, Mirpuri, Other Pakistani, White and Black African, White and Indian and Yemeni.
- 47% of pupils have no religion declared or not specified with 23% Muslim and 22% Christian, 6% Sikh, 1% Jehovah Witness and 1% Other .
- 81% of pupils have declared their home language as English, 6% as Urdu, 5% Panjabi, 3% Albanian, with 2% as Pashto , with 1% for each of the following Albanian, Bengali, Bulgarian, Estonian, Igbo, Kurdish and Yoruba.
- 22% of pupils are identified as having some form of SEND.

Netherton Park Nursery School is a fully inclusive Nursery School with an Early Years Inclusion Hub within the main building. The Nursery School building and grounds are fully accessible. It is built on one level with accessible doors and all children's areas have access to a garden areas. The doors are wide and wheelchair accessible. We have allocated disabled parking and all stepped areas have associated ramps if necessary. A number of staff are trained in Lifting and Handling of children. We have 3 sensory rooms which incorporate resources such as a resonance bed and olfactory equipment and well as equipment to support the visually impaired. There are also accessible toilets for adults and children. As appropriate, table heights are adjusted for children in wheelchairs to ensure access to all activities.

We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil their own personal potential.

We make regular assessments of pupils' learning and use this information to track pupils' progress. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The Governing Body receives regular updates on pupil performance information. As well as monitoring pupil performance information, we also regularly monitor a range of other information.

This relates to: attendance, racism, disablism, sexism, homophobia and all forms of bullying and parent/carer involvement

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Teaching and Learning

We aim to provide all our pupils 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 pupils 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 pupils 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.
- Seek to involve all parents/carers in supporting their child's learning.
- Take account of the performance of all pupils when planning for future learning and setting challenging targets.
- Make best use of all available resources to support the learning of all groups of pupils.
- Identify resources and training that support staff development.

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 pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents/carers are also encouraged to view their own children's achievements in this light.

- Staff enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- Adults in the Nursery School will provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The Nursery School is a place with a very high priority on the provision for special educational needs and disability.
- We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work.

- The Nursery School must provide 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 Nursery 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.

Resources and Materials

The provision of good quality resources and materials within the 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 the learning community.

Language

We recognise that it is important at Netherton Park Nursery School Nursery School that all members of the staff 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 challenge always takes place in instances where this is not the case.

Provision for Bi-lingual Pupils

At Netherton Park Nursery School we undertake to make appropriate provision for all EAL/bi-lingual pupils and adults to ensure access to the whole curriculum. These groups may include:

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

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 Nursery School.
- All members of the local community are encouraged to join in Nursery School activities.
- Exploring the possibility of the Nursery School having a role to play in supporting new and settled communities

Equal Opportunities for staff

- We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure that wherever possible that the staffing of the Nursery School reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, so long as such practice does not inhibit the learning of our pupils.
- We ensure that all staff, receive appropriate training and opportunities for professional development, both as individuals and as teams.

Roles and Responsibilities

- The Governing body will ensure that the Nursery School complies with statutory requirements in respect of this policy.
- The Headteacher is responsible for the implementation of this policy, and will ensure all staff are aware of their responsibilities, are given the necessary training and support and report relevant information to the governing Body.
- All staff will promote an inclusive and collaborative ethos in the Nursery School, challenge inappropriate language and behaviour, respond appropriately in incidents of discrimination and harassment, ensure appropriate support for pupils with additional needs and maintain a good level of awareness of equality issues.
- All members of the Nursery School community have a responsibility to treat each other with respect, to feel valued and to speak out if they witness or are subject to any inappropriate language or behaviour.
- Steps are in place to ensure all visitors to the Nursery School adhere to our commitment to equality.

Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, sexism, homophobia, transphobia, biphobia, negative views of disabled people or people who practise a religion or follow a faith.

We will take action to prevent, challenge and eliminate any such behaviour. We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability. Through our Nursery school ethos and curriculum, we want our pupils to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations.

We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider Nursery School community through our actions and responses. We will record all hate incidents and prejudice based bullying on both CPOMS and by the Headteacher using a paper based record. We use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

Key legislation

Equality Act 2010

Harmonises and streamlines existing equality legislation into one Single Act. The Act protects pupils from discrimination and harassment based on 'protected characteristics':

- Disability.
- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

This relates to:

- prospective pupils
- pupils at the Nursery School
- in some limited circumstances, former pupils

The Act also contains positive action provisions which enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group. The Public Sector Equality Duty commenced in April 2011.

For more information: <http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice> 23