



ST. WERBURGH'S PARK NURSERY SCHOOL



Equalities Policy

HISTORY OF POLICY CHANGES

Date	Details of Change
Sept '15	Equalities Action Plan Reviewed
Sept '16	Equalities Action Plan Reviewed
Sept '17	New Equalities Action Plan written
Oct '17	Equalities Action Plan Reviewed.

**Date adopted by St. Werburgh's Park Nursery School Governing Body
September '17**

St Werburgh's Park Nursery School Equality Policy

Legal Duties

- We welcome our duties under the Single **Equality Act, 2010**, which supersedes all previous equality legislation including: Race Relations Act(1976) and amendment act (2000); the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975. We also welcome our duties in the **Public Sector Equality Duty (PSED)**
- We recognise that the Act places a duty on our governing body to publish information to prove how we comply with the **Public Sector Equality Duty**.
- We welcome our duty under the Education and Inspections Act 2006 to promote Community Cohesion.
- We recognise that the duties reflect international human rights standards as expressed in the UN convention on the Rights of the Child, the UN convention on the Rights of People with Disabilities and the Human Rights Act 1998.
- This policy has been written to meet the school's statutory duty under the above Acts.
- Our duties include increasing the extent to which all pupils can participate in the school curriculum. The protected characteristics include: disability, race, gender (including reassignment), socio-economic status, age, sexual orientation and pregnancy/maternity; improving the school environment so all pupils can participate fully.

Guiding Principles

We are guided by six principles.

Principle 1: All learners are of equal value.

- Our school values the individuality and potential of all our children. Whether or not they are disabled, whatever their ethnicity, culture, religious affiliation, natural origin or national status and whichever their gender, age or socio-economic status.
- We aim to develop our children's sensitivity and openness to the experiences, aspirations and perspectives of all pupils including those who experience disability, race and cultural difference or gender differences.
- We will draw wherever possible on our diverse school community, fostering a climate of respect and understanding.

- We will promote equality of opportunity by raising awareness, reviewing and adjusting policies, monitoring impact of this policy, raising expectations for all our learners equally, further developing relationships with parents /carers and other stakeholders, ensuring all pupils are represented in the wider life of the school.
- At St Werburgh's Park Nursery School, we are committed to ensuring equal treatment of all our pupils, parents /carers, employees and any others involved in the school community.

Principle 2: We recognise and respect diversity

It is our intention to support the whole school community to celebrate the diversity of the society we live in. We find attitudes that create barriers to good relations in our community unacceptable.

Treating people equally does not necessarily involve treating them the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life experience, outlook and background and in the kinds of barrier and disadvantage which people face in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that different needs and experiences of girls and boys, women and men are recognised.
- Fostering good relations, so that different members of communities can be united by shared values and common experiences.
- Age, so that 'summer born' children are recognised.
- Socio-economic status, so that different needs and experiences are recognised.
- Sexual orientation, so that that needs and experience of prejudice is recognised.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people.
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status , and an absence of prejudice-related bullying and incidents.
- Mutual respect and good relations between boys and girls, women and men and an absence of sexual harassment.
- Positive attitudes and relations with no regard to socio-economic status.
- Mutual respect and good relations between all age groups in our school community.
- Building self-esteem and confidence in pupils so that they can use these qualities to influence their own relationships with others.
- Challenging negative stereotyping.

Principle 4: Staff recruitment, retention and development

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whichever their gender (including reassignment)
- Whichever their age
- Whatever their socio-economic status
- Sexual orientation

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between

- Disabled and non disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men
- People of different socio-economic status
- All people despite sexual orientation
- Parents, carers, staff and pupils of different ages.

Policies and procedures will remove or minimize all barriers to learning so all pupils can achieve their highest potential.

In exceptional circumstances we decide that modification or dis application from the national curriculum is the correct procedure to follow in order to meet a child's individual needs. We would only do this after detailed consultation with the parents and the LA. We would ensure that every effort has been made to provide the necessary support within the schools resources before considering such action.

We take every opportunity to promote greater awareness of those who may experience barriers to achievement.

Principle 6: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:

- Disabled and non disabled people

- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men
- Different socio economic status
- Different ages

We recognise the need to encourage parents/carers to have a positive and active relationship with our school. We invite parents/carers to be active members of the school community through:

- Parent/carer coffee sessions
- “Come and Play” group for families and their children with special educational needs.
- “Stay and play” group: for all families in our community.
- “Baby group”: for all families in our local community
- Attend parent/carer consultations, and curriculum evenings
- Involvement in whole school events such as Eid Party and the African Caribbean and Black British party.
- Encouraged to become members of the governing body.
- Parents/carers are invited to share the daily “beginning of session” large group activity.
- Volunteering

Action Plans

- We recognise that the actions resulting from a policy are what make a difference.
- Each year we draw up an action plan within the framework of the overall school improvement plan, setting out the specific actions and projects we shall undertake to implement the principles in this policy.
- The action plan will be reviewed by the inclusion leader each year before the following action plan is drawn up.
- The targets and actions in the action plan are measurable so that progress can be reported annually.
- The inclusion leader will report to the senior leadership team on the progress made with the action plans.
- The inclusion leader will also report to the governing body.
- Our current Equalities action plan is set out in Appendix A.

The curriculum

- We define the curriculum as “everything that happens in school”.
- We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the six principles in this policy.
- Opportunities within the curriculum will be used to promote positive attitudes towards the diversity of our school community.
- Valuing differences is part of the formal and informal curriculum.
- Opportunities within the curriculum will be planned that are appropriate to pupil’s age and attainment.
- Subject leaders seek to ensure that consideration is given to inclusive learning when ordering resources and materials.

- We will establish equality of opportunity for all pupils by providing a broad, balanced and differentiated curriculum for all pupil

Ethos and Organisation

1. We ensure that the principles in this policy apply also to the full range of our policies and practices, including those that are concerned with:
 1. learners progress, attainment and assessment
 2. learners personal development, welfare and well being
 3. teaching styles and strategies
 4. admissions and attendance
 5. staff recruitment, retention and professional development
 6. care, guidance and support
 7. behaviour, discipline and exclusions
 8. working in partnership with parents, carers and guardians
 9. working with the wider community
- All staff will have consistent and high expectations of pupils and their learning.
 - The school will take all possible steps to establish a climate in which all members of the school community have the confidence to report racist incidents and will ensure that all staff receives training in responding to racist incidents and other harassment incidents.
 - Our school promotes the individuality of all our children and celebrates the diversity of its community. We want to offer a safe and secure environment for learning where all parents and children feel valued.
 - We aim to foster mutually sustaining relationships between the school and the diverse communities.
 - We are committed to creating a whole school environment and curriculum that encourages and respects the diversity of all adults and children in our community. We recognise that excellence is achieved through valuing every individual and the facilitation of learning to full potential, including those vulnerable to any form of exclusionary pressures. We believe in developing positive practices to work towards in eliminating all barriers to achievement.

Our aims are;

1. Be happy and enthusiastic; secure in the knowledge that they are safe, cared for, liked and valued individually.
2. Make appropriate progress in the development of skills, knowledge and attitudes pertinent to their all round development as caring, creative individuals and learners.
3. Enjoy learning, challenge themselves and take risks with their learning.
4. Contribute as positive members of the school community.

Assessing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1 and 2.

1. Prejudices around disability and special educational needs
2. Prejudices around racism and xenophobia, including those that

3. Are directed towards religious groups and communities, for example anti-Semitism and Islamophobia and those that are directed against Travellers, refugees and people seeking asylum.
 4. Prejudices reflecting sexism and homophobia
- There is guidance in the Anti harassment policy on how prejudice-related incidents should be identified, assessed, recorded and dealt with.
 - We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.
 - These reported incidents are monitored by the inclusion leader to ensure the school is doing everything it can to eliminate such incidents.
 - Staff will provide pupils with the opportunity to explore issues relating to identify prejudice and challenge stereotypes where appropriate.
 - All staff will actively tackle discrimination and prejudice.
 - We will work towards eliminating harassment and bullying through:
 1. Raising awareness among staff and pupils.
 2. Recognising and addressing bullying and harassment of pupils, staff, parent/carers and other stakeholders.
 3. Regularly review school anti-bullying policy and procedures
 4. The use of circle time.
 5. Recording all harassment incidents.
 6. Responding to each individual incident sensitively and efficiently
 7. Monitor incidents and presenting a report to the SLT and governors.

Roles and Responsibilities

- The governing body is responsible for ensuring that the school complies with the PSED, and that this policy and its related procedures and strategies are implemented.
- Where the school has a contract with someone to provide a service to the school, the governing body will need to ensure the service is provided with regard to the duties of the act.
- A member of the governing body has a watching brief regarding the implementation of this policy.
- The head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.
- All staff are expected to:
 1. promote an inclusive and collaborative ethos in their classroom
 2. deal with any prejudice-related incidents that may occur
 3. identify and challenge bias and stereotyping in the curriculum
 4. support pupils in their class for multi lingual learners.
 5. keep up to date with equalities legislation relevant to their work
 - 6.

Information and Resources

- We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents.
- All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.
- Policies and procedures are shared with parents on the school website.

Religious Observance

- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and Training

- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.
- To provide clarity of expectation for all staff and support them in actively identifying and removing barriers to achievement via the teaching and learning policy.
- Staff will receive training to ensure that teacher's expectations, teaching styles and strategies provide equal opportunities for all pupils to achieve according to their highest potential.

Breaches of the policy

- Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the head teacher and the governing body in line with local authority guidance.

Monitoring and evaluation

- We collect study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
- In particular we collect and analyse and use data in relation to provision and achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.
- Patterns and trends over time will be used to inform provision. This will ensure we continue to develop, refine and evaluate strategies to ensure our practices and policies meet the needs of our community.
- To review good practice we make use of a range of auditing schedules.
- The policy will be reviewed annually in response to data collection.

St Werburgh's Park Nursery School Equalities Action Plan 2017-2020

Key:

General Inclusion
BME/EAL
SEND
Gender

Area to be addressed	Possible actions to achieve it	Review and Updated actions	Staff deployed	Cost
Further develop Teacher's use of their class Performance Information to identify Target Children and diminish differences.	<p>Two Pupil Progress meetings each year with Teachers, to discuss individual children.</p> <p>Teacher's to prepare for the meeting using their Performance Information to group children and have considered possible interventions.</p>		MK, Class Teachers	
Develop Curriculum Leaders to analyse Target Groups within their subject and consider how to support the progress of these groups, with particular reference to the Gender Gap.	<p>Curriculum Leaders to look at Data Summary and consider Target Children within their subject.</p> <p>Curriculum Leaders to identify which strands, within their curriculum, Target Children are not achieving: Consider trends.</p> <p>Curriculum Leader's work together to plan how to move forwards in response to their findings.</p>		<p>PSED leaders, Literacy leader, CAL leader.</p> <p>Curric Link Govs.</p>	
Improve Representation of Target Groups within the Governing Body and PTFA	<p>Directly approach and invite Parents/Carers from target groups to invite them to join groups.</p> <p>Advertise on the school website Governing Body vacancies.</p> <p>Advertise on website the work of the PTFA and encourage Parent/Carers to join.</p>		LJ MK LF	

	Class Teachers to directly approach Parents/Carers to invite them to join the PTFA.			
Continue to enable representation of Target groups within the staff.	In job adverts positively state that applications are welcomed by all. Consider balance of representation during recruitment and apply aspects of the Public Sector Equality Duty.		LJ	
<p>APKN group need to diminish the difference between them and cohort in CLL. Year 16/17 outcomes: 9% gap.</p> <p>BSOM group need to diminish the difference in: PSED: 12% gap CLL: 4% gap Maths: 9% gap UW: 9% gap</p> <p>BRCB group need to diminish the difference in: PSED: 22% gap CLL: 24% gap PD: 10% gap Literacy: 10% gap Maths: 66% gap UW: 31% gap</p> <p>BCRB was a group of only 3 children last year.</p>	<p>Look for trend re the target groups in the baseline assessment. Do trends mirror Exit Data trends?</p> <p>Consider other groups that should be targeted due to their Baseline Assessment.</p> <p>Identify individuals from the Target Groups to be the focus of a “triangulation” Case Study.</p> <p>EAL children to be assessed against the Fluency Levels.</p> <p>All EAL children to have a CLL Next Step as well as a general Next Step.</p> <p>Class teachers to use the Fluency Levels to refine their EAL Next Steps (last year’s analysis showed that first attempts at this had positive outcomes; see Next Step Analysis).</p> <p>Identify children in the BCRB group: consider which other Target Groups they also fall into.</p> <p>Discuss all BME and especially BCRB children, with Class Teachers at Pupil Progress meetings: what is in place to support acceleration of progress for these children? Consider what worked well and what did not from previous experience.</p>		LJ MK LF Inclusion Governor	
Teachers use a range of inclusive strategies to	Encourage Teachers to prepare for Pupil Progress meetings, bringing		LJ MK	

engage, motivate and accelerate the progress of all BME pupils, especially from the targeted groups, sharply linked to Performance Information.	<p>their plans for their BME pupils, based on their Baseline and ongoing assessments.</p> <p>Discuss strategies and interventions that have accelerated progress previously.</p> <p>Discuss strategies and interventions that will meet the individual needs of targeted pupils within Target Groups.</p>		LF	
67% of pupils being monitored for attendance concerns are from BME groups. Reduce this figure by 10% to 57% or less.	<p>Teachers to monitor attendance closely.</p> <p>Share concerns with parents regularly and during Parent Consultations</p> <p>Deputy Head to monitor attendance across the school.</p> <p>Write an attendance leaflet to support parents understanding the importance of attendance.</p> <p>Introduce SIMS in the Nursery Classes to enable more accurate attendance monitoring.</p> <p>Consider procedures to follow up attendance concerns with Parents/Carers and how to share this with BME parents/Carers, in particular.</p>		MK All Teachers	
Further develop consistency and confidence for all staff with supporting SEND children within the classes; to support children with "Enhanced Ratio" funding.	<p>Deliver training through 17/18 on:</p> <p>Use of Visuals</p> <p>Use of Work Stations</p> <p>Writing IEP targets</p> <p>At end of year, through consultation with staff and analysis of Performance Information, identify further training.</p>		MK AM SEND Governor	
Develop planning to ensure it is relevant and meets the needs of all children, linked to Performance Information and focused IEP targets.	<p>Refine the use of DEYO to track assessment of complex SEND children.</p> <p>Discuss individual SEND children at pupil progress meetings.</p> <p>Discuss IEP targets with individual teachers to review and refine</p>		MK	
Continue to develop working with local primary schools to support the skills and well-being of	<p>Set dates for meetings annually.</p> <p>Set dates for Strategic Team meetings annually.</p> <p>Plan agenda's for the meetings</p>		LJ MK	

<p>Practitioners that work with children with SEND.</p>	<p>with the Strategic Team. Each school to host one meeting; plan and deliver our meeting. Review at the end of the year: what support and training do staff feel they need next. CAMHS supervision for staff to support emotional resilience as appropriate.</p>			
<p>Year 16/17: there was a 20%+ in the areas PSED, PD, Lit, UW and EAD. The gender gap is higher than outcomes at the end of the Early Years both in Bristol and Nationally.</p> <p>Reduce the gender gap across all subject areas by 10%.</p>	<p>Investigate how boys access their classroom environment. Curriculum Leaders to investigate which strands in their subject cause barriers for progress for boys. Assistant Head to read published research on supporting boys in the Early Years. Work together to plan a strategy to support boys to make accelerate progress and diminish the gender gap. Work Closely with the “Men in Early Years” Network and the research they have produced.</p>		<p>MK LF Curric leaders Curric Link Governors</p>	
<p>Write an Action Plan focussed on strategies to enable boys to accelerate their progress and diminish the gender gap.</p>	<p>Plan and deliver staff training based on the research findings. Consider using the “Triad Observation” approach to develop Teacher’s skills in supporting boys. Look at how we can use Planning and Assessment to better support boys progress.</p>		<p>LJ LF MK</p>	