



FLATTS
NURSERY SCHOOL

Equality Policy

Incorporating KIRKLEES GUIDANCE

Introduction

Flatts Nursery school welcomes its duties under the new Equality Act (2010).

The Equality Act establishes 9 protected characteristics which apply to schools. Only the first 7 characteristics apply to pupils:

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

Public Sector Equality Duty (2011)

This policy sets out how Flatts Nursery School has paid due regard to the need:

- **to eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act
- **to advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **to foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

Specific Duties under the Public Sector Equality Duty

- To publish information which demonstrates our compliance with the need to have due regard for the three aims of the General Duty
- To publish at least one equality objective.

This scheme sets out the steps the Governing Body will take that will result in improved outcomes for all members of the school community in all aspects of school life, taking positive action to promote equality.

Definition of 'due regard' and how we aim to comply with the principles of the general duty

1. While making a decision that might affect an equality group, the decision-maker must have regard to the three aims of the Act at the time. This cannot be done in retrospect, nor can it be delegated
2. The duty will be exercised with rigour and with attention to relevant evidence, including that derived from consultation with staff and the wider community
3. The duty is continuing, so we will revisit it and bear it in mind constantly
4. We will keep records to show that the equality duties have been considered on each occasion

School Ethos, Vision and Values

At Flatts Nursery school we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, with a particular focus on those who share a protected characteristic. We recognise that treating people equally does not necessarily involve treating them all the same. We aim to include a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. We recognise that staff have rights as employees to work in a supportive, safe and harassment free environment and that staff have individual and collective responsibility to value and respect each other's contributions. We aim to promote an environment where standards of conduct are of the highest level. They are articulated in our Mission Statement and School Ethos.

Flatts Nursery School provides education for all, acknowledging that the society within which we live is enriched by diversity. Flatts Nursery School strives to ensure that the culture and ethos of the school reflects the diversity of ALL members of the school community, where everyone is equally valued and treats one another with respect and fairness. Pupils are provided with the opportunity to experience, understand and celebrate diversity. Teaching the children British/fundamental values is embedded in everything we do.

What we already do

In order to comply with the public duty we have the following procedures in place to ensure that we consider the needs of all of our pupils in everything we do.

- i) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act. We record any incidents. We speak to parents about such incidents and address incidents with the children using SEAL, staff meetings, CPD and SEN(D) policy.
- ii) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. We gather information from a range of sources when a pupil enters the school, e.g transition information. We track all aspects of a child's provision and progress using our Evaluating Equalities and Progression charts. We review and evaluate the effectiveness of our school provision by rigorous self evaluation, head teachers report to governing body, governing body self-review, updating of policies, appraisal process and school development plan, area of learning coordinators audits, regular staff meetings.(see attached appendix)

Self-evaluation of our mission statement and the quality of educational provision is integrated into all of our work. In order to ensure it is rigorous we use the same methods and criteria as Ofsted inspectors. This is also the case for our self-evaluation of how well we meet the public sector equality duty, for which we have used the guidance for inspectors contained in:

Inspecting equalities: briefing for section 5 inspection (reference: 090197) Ofsted, 2014

In order to meet and exceed the general and specific duties of the Equality Act, our aims as a whole school are:

- For all pupils to work in an ethos and atmosphere of dignity and fairness
- To secure and maintain excellent teaching, learning and assessment for all pupils.
- To 'narrow the gaps' in achievement between different groups and national standards
- To ensure pupils are free from bullying, including all types of prejudice-based bullying
- To deal with unacceptable behaviour and disruptions to learning
- To build a cohesive school community where all pupils can thrive and achieve their potential.

Evaluating outcomes and provision

Pupil's achievement

In order to ensure that all pupils achieve to their potential, we build up a comprehensive knowledge of each individual child. This is used to set targets for every child, for classes and year groups. Progress towards these targets is analysed systematically and regularly and this information is used to tailor provision by providing additional challenge and/or support.

- iii) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it. (See Mission statement and EYFS curriculum planning)

Behaviour and safety

Behaviour and safety in our school are good to outstanding. The children have excellent attitudes to their learning and take a great pride in their work.

Questionnaires show that all pupils feel safe from bullying, harassment and oppressive behaviour. There is a strong bond of trust between children and adults. The children are very confident to share any concerns and know that staff will address all issues of discrimination and prejudice quickly and sensitively.

Direct observations and school records show that the school is very successful in promoting excellent relationships at all levels.

Teaching

Staff use a range of teaching and learning strategies in order to engage pupils of all abilities and learning styles. Where appropriate there is additional support and special provision for certain groups.

The curriculum covers equalities issues very well. Appropriate to age and stage of development pupils learn about issues such as prejudice, promoting community cohesion and understanding and appreciating diversity.

Teaching materials in all areas have positive images of all people including those with protected characteristics.

Lesson observations, scrutiny of pupils' work and other evidence demonstrates that all pupils have access to a rich and varied curriculum and their personal characteristics and learning needs are taken into account.

The early years are a key time in every child's development.

In these years, children begin to learn about themselves and others. They are influenced by their environment and the adults around them. They learn from everything they see, hear and do. This shapes how they see themselves and others as they grow up.

Every child is different and unique, as is their family. During the foundation years, babies and children's attitudes and dispositions are being shaped by their surroundings, experiences and interactions. They are rapidly developing a sense of self and a sense of others, and are forming assumptions and even prejudices.

All children deserve a chance to thrive, and early years practitioners can play a key role in enabling this. In settings where the things that make each child different are accepted and celebrated, children can be themselves and can, as a result, reach their full potential.

Early years settings have a duty to ensure that every child is included and supported to be themselves.

This includes children who:

- Grow up in families with single, adoptive, surrogate or same sex parents, or with grandparents or other extended family members.
- Do not conform to gender stereotypes (that is, what is commonly accepted as 'typical' for someone of that gender).

Settings also have a duty to challenge gender stereotyping and celebrate all diversity, including LGBT people and families, to support every child to understand and embrace difference.

When they don't, the consequences can be significant. There are an estimated 20,000 young people in Britain growing up with same-sex parents, and many more who have LGBT family members or friends. Even at a young age, these children can be asked lots of questions about their families or feel that they must justify or defend them. This can make children feel different to their peers and, as they grow older, make them afraid to tell others about their families.

Research has shown that many pupils who are LGBT, or are perceived to be, face prejudice and bullying. This can have significant and long-lasting impact on their self-esteem, emotional wellbeing and learning.

Children of all ages are exposed to gender stereotyping regularly in society. It is often assumed that children will like certain things, or behave in certain ways, according to their gender. These expectations can make children afraid to express themselves or access certain activities, which can stop them fulfilling their potential.

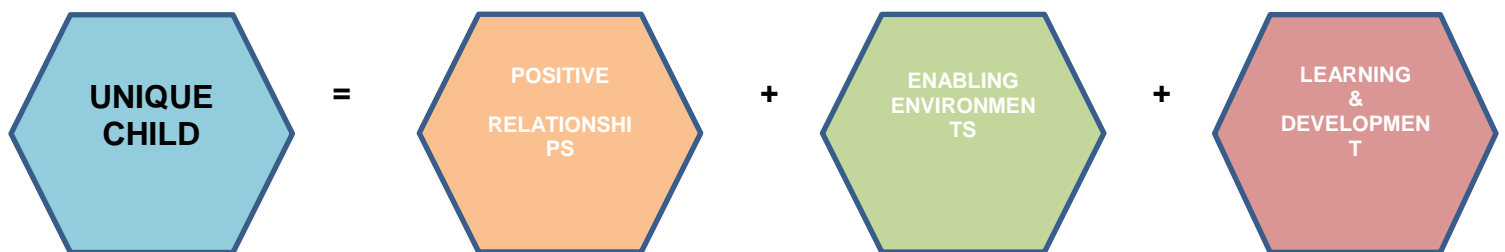
Research shows that young people who don't conform to gender stereotypes are more likely to be bullied at school for being LGBT, regardless of whether they are LGBT or not.

Early years settings have an opportunity to prevent these problems from occurring by ensuring that every child feels welcome and valued from a young age. When all children are supported to embrace and celebrate their own differences, and those of others, every child can grow up feeling good about themselves and go on to reach their full potential.

Practitioners can proactively celebrate differences between children, and in the wider world, to ensure that all children grow up as unique as they started out.

Creating an environment that supports all children is a central requirement of the Early Years Foundation Stage (EYFS). Fulfilling the requirements of the EYFS means creating an environment that tackles gender stereotyping and celebrates difference, including individual differences and different families. We challenge all discriminatory attitudes, remarks and behaviour including homophobic, biphobic and transphobic language and behaviour.

The EYFS sets out the statutory welfare requirements in the UK and the learning and development requirements in England for children up to five years old. Good early years practice is based on the four underpinning themes of the EYFS:



WHAT WE KNOW ABOUT HOW YOUNG CHILDREN LEARN

In settings where every child's individuality is celebrated and supported; where warm, nurturing and secure relationships are formed; and where children are offered a safe and well-resourced space, meaningful learning will take place.

The Characteristics of Effective Learning, which focus on how children learn rather than what they learn, set children up to be resilient, curious and adventurous learners for life.

A child's brain is only starting to form at birth but develops rapidly by the time they are five. This development is dependent on the influences around them. The connections that are made from birth between the brain's cells shape physical, intellectual, social and emotional development. The more an experience is repeated, the stronger the connection that is made in the brain. Celebrating difference at a

time when habits and attitudes are forming helps to prevent children from developing prejudices as they grow up.

The EYFS isn't the only legal standard that requires early years settings to celebrate difference and tackle gender stereotypes. This duty is also underpinned by the Equality Act 2010, and is looked at by Ofsted in inspections of all registered early years settings.

EQUALITY ACT 2010

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society based on several characteristics, including their sex, sexual orientation and gender reassignment. This means that settings are breaking the law if they discriminate against:

- Children with LGBT family members, including same-sex or trans parents.
- Children who don't conform to gender norms.
- Children who are trans or who are questioning their gender identity.

Under the Public Sector Equality Duty outlined in the Equality Act, public sector early years settings (services provided by local authorities or state schools) are required to actively promote equality of opportunity and eliminate discrimination.

OFSTED

The Common Inspection Framework 2018 sets out how Ofsted inspects registered early years settings in England. It requires early years settings to be fully inclusive:

OFSTED KEY CRITERIA	INSPECTORS WILL EVALUATE THE EXTENT TO WHICH:	OUTSTANDING GRADE DESCRIPTORS:
Effectiveness of leadership and management	Leaders, managers and governors: <ul style="list-style-type: none"> • Actively promote equality and diversity, tackle poor behaviour towards others, including bullying and discrimination, and reduce any differences in outcomes between groups of children. • Actively promote British values 	The promotion of equality, diversity and British values is at the heart of the setting's work. It is demonstrated through all its practices, preventing including tackling any instances of discrimination and being alert to potential risks from radicalization and extremism.
Quality of teaching, learning and assessment	Equality of opportunity and recognition of diversity are promoted through teaching and learning	Practitioners provide an exceptional range of resources and activities that reflect and value the diversity of children's experiences. They actively challenge gender, cultural and racial stereotyping and help children gain an understanding of people, families and communities beyond their immediate experience.
Personal development, behaviour and welfare	Personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain. Following of any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and how they relate to others. Emotional security, through emotional attachments and practitioners and carers, and their physical and emotional health	Children's welfare and personal development are central to everything practitioners do. They are very effective in supporting children's growing understanding of how to keep themselves safe and healthy. Children demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others that are appropriate for their age. They do not distract others or become distracted themselves. Practitioners are highly skilled and sensitive in helping children of all ages form secure emotional attachments. This gives children a strong base for developing their independence to explore their world and

		increases their confidence in their own abilities.
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Leadership and management

The governing body and leaders at all levels are committed to taking positive action to advance equality and tackle discrimination. This is demonstrated in our overarching policy, the school improvement plan, self-evaluation documents and partnerships, especially with parents and carers.

Equality objectives

Equality Impact Assessment

In order to ensure that our current provision and procedures comply with the requirements of the Equality Act we have carried out a review of all aspects of school life with regard to the protected characteristics by means of an Equality Impact Assessment.

All school leaders/managers have carried out an equality impact assessment of their area of responsibility for activities both within and beyond the school day (see appendix).

Any gaps in provision and practice that are identified form part of an action plan (see action plan).

Our future intention is to use an Equality Impact Assessment when we intend the following actions:

- to introduce new provision or practice
- to change or reduce provision or practice
- to remove provision or practice.

1. Consultation

Flatts Nursery School recognises the importance of taking account of people's differing experiences, needs and histories, and of the differing challenges and barriers which they may face. Bearing in mind the protected characteristics, consultation with those we have identified as likely to be affected forms part of every Equality Impact Assessment. Primarily we consult with pupils. However we also consult with parents/carers, staff, governors and other school users when appropriate. We consult in the following ways:

- By meeting parents and pupils individually to discuss their needs and progress via home visits,
- termly consultations with parents and pupils
- staff questionnaires
- 2nd term parents questionnaire
- annual children questionnaires
- Governing body self review.

2. How we measure the impact of any changes

We monitor the ongoing impact of these changes on those who may be affected in the following ways:

- Tracking of pupil achievement across the school with an additional focus on equality groups using evaluating equalities, progression charts and children in receipt of Pupil Premium funding (from September 2015).
- Pupil emotional health and well being, engagement and involvement is tracked using involvement and well being charts, Learning journeys and questionnaires (see above)

3. Publication and Review

The specific duties under this Act require us to be open and transparent about all our decision-making processes, intentions and results.

We record the results of our equality impact assessment and action taken. We review and publish this information and its impact on our pupils through:

- A termly report to the Governing Body
- In the future we may post this information on the school website.

Under Review Autumn Term 2019

