



# Single Equality Scheme

*Children's House and Rachel Keeling Nursery School  
Federation*

## Summer 2022

**To be Reviewed Spring 2023**

## Statement of Intent

Children's House and Rachel Keeling Nursery Schools are caring schools that aim to provide a high-quality education to all our children within a secure and safe environment. We hope that they will leave us with confidence, resilience, empathy and so many positive memories from their time at nursery.

This policy document has been written to inform all those who work within the schools or who have contact with them of our approach to supporting equality across all areas of school life.



This policy combines policy information previously held in our school's Disability Equality Scheme (DDA 2005), Race Equalities and Diversity Policy, Gender Equality Scheme, Equal Opportunities policy. Our policy supports and informs our practice and as a working document it is open to review and modification in the light of changing legislative regulation, circumstances, and the needs of the schools, families and children.

This policy should be read in conjunction with each school's Behaviour Policy which is available on the schools' websites and in both school offices.

### Our aims are:

Our schools are creative, challenging, innovative learning environments which aim to provide the highest standards of education and care so that each individual child is able to make rapid and sustained progress.

We aim to:

- Take a shared responsibility to be high performing schools and strive for continuous improvement through being thoughtful, reflective practitioners and through sharing good practice and forging strong links with other settings;
- Create a cohesive learning community in which parents are valued as partners in their child's education and are offered many opportunities to develop their own skills as lifelong learners;
- Take pride in our diversity and take every opportunity to celebrate what makes this school special, working together with our community to develop children's spiritual, moral, social and cultural development as essential elements in enabling children to thrive;
- Be a fully inclusive school and have the highest aspirations for all children.

At Children's House and Rachel Keeling Nursery Schools we recognise that compliance with the Public Sector Equality duty will result in better informed decision-making, policy development and better outcomes, which will demonstrate inclusive practices, fostering positive relationships and advanced equality of opportunity.

Equality & Inclusion are an integral part of our vision and strategy and what makes Children's House and Rachel Keeling Nursery Schools incredible places to learn, work and visit.

### **The legal framework**

The Equality and Diversity Policy of Children's House and Rachel Keeling Nursery Schools has been developed in line with the following legal framework:

- UN Convention on the Rights of the Child;
- UN Convention on the Rights of Persons with Disabilities;
- Human Rights Act 1998;
- Special Educational Needs (Information) Regulations 1999;
- Education and Inspections Act 2006;
- Equality Act 2010;
- Specific Duties Regulations 2011.

### **Roles and responsibilities**

The Governing Body will:

- Ensure that the schools comply with the appropriate equality legislation and regulations;
- Meet its obligations under the Public Sector Equality Duty to publish equality objectives;
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans;
- Ensure that the recording and reporting of equality and diversity data is sufficiently scrutinised;
- Ensure that the Admissions Policy does not discriminate in any way;
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the Governing Body;
- Proactively recruit high-quality applicants from under-represented groups;
- Provide information in appropriate and accessible formats;
- Ensure that the necessary disciplinary measures are in place to enforce this Policy.

### **The Head teacher will:**

Implement the policy and its procedures:



- Ensure that all staff members receive the appropriate equality and diversity training as part of their HR induction and continuous professional development;
- Ensure that all parents, visitors and contractors are aware of and follow the provisions of this policy;
- Actively challenge and take appropriate action in any case of discriminatory practice;
- Address any reported incidents of harassment or bullying in line with DfE guidance;
- Produce an annual report on the progress of implementing the provisions of this Policy.

### **Employees will:**

- Be mindful of any incidence of harassment or bullying in the schools;
- Address any minor issues of harassment or bullying in the schools and report any major breaches of the policy to the Executive Head Teacher;
- Identify and challenge bias and stereotyping within the curriculum and the schools' cultures;
- Promote equality and good relations, and not harass or discriminate in any way;
- Monitor children's progress and academic needs to ensure the appropriate support is in place;
- Support children to challenge and listen to one another;
- Keep up-to-date with equality legislation and its application by attending the appropriate training.

### **Children will:**

- Follow the Children's House and Rachel Keeling Values as below -

***We have a voice***

***We have a choice***

***We respect everyone and everything***

***We share and take turns;***

- Use their voice to communicate their needs and views;
- Use their voice to challenge each other;
- Listen to each other;
- Develop a sense of agency in their own learning;
- Respect each other's views;
- Take turns;
- Care for their school;
- Share things from home they are proud of;
- Take part in a range of cultural celebrations.

### **Monitoring and evaluation**

This Policy will be monitored and evaluated on an annual basis by the Executive Head Teacher and the governing body in the following ways:



- Individual attainment data will be used to measure the effectiveness of this policy on pupil achievement;
- Equal opportunities recruitment data;
- Ofsted inspection judgements;
- Incident records related to harassment and bullying.

## **Dissemination**

We will take steps to communicate this Policy to the governing body, Executive Head Teacher and, as appropriate, pupils and parents, in an accessible format and on the school websites.

## **Enforcement**

Staff members and students who do not comply with the provisions of this policy may be subject to the schools' disciplinary procedures.

## **Appeals**

Staff members retain the right to appeal against a decision using the schools' Grievance Policy.

## **The Public Sector Equality Duty 2012**

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas. The effect of the new law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against anyone because of their disability, race, sex, religion or belief or sexual orientation. The three existing general and specific equality duties on schools (race, disability and gender) to eliminate discrimination and advance equality of opportunity have been combined into a single, outcome-focused duty extending to all of the \*protected characteristics.

## **Equality Duties**

### **A) The general equality duty**

We will have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation, and other conduct prohibited by the Act;
- Advance equality of opportunity between people, who share a protected characteristic and those who do not;
- Foster good relations between people, who share a protected characteristic and those who do not.

Due regard, which is relevant and proportionate to:

- remove or minimise disadvantages;
- take steps to meet different needs;
- encourage participation, when it is disproportionately low;
- advance equality of opportunity between people, who share a protected characteristic and those who do not;
- foster good relations across all characteristics – between people, who share a protected characteristic and people who do not;
- ensure that diversity, inclusion and equality are integrated into the carrying out of the schools' functions, and that the analysis necessary to comply with the duty is taken seriously, rigorously and with an open mind.

**Additionally, we recognise the following:**

- New positive action provisions will allow our schools to target disadvantages experienced by pupils and staff with particular protected characteristics;
- The Act extends the reasonable adjustments duty to require schools to provide auxiliary aids and services;
- Having an Access Plan to improve access.

**The specific duties**

Publish information to demonstrate a school's compliance with the general equality duty as follows:

- Prepare and publish one or more objectives that the school needs to achieve to further any of the aims of the general equality duty;
- Ensure objectives are specific and measurable;
- Schools need to ensure that the way in which issues are taught does not subject individual pupils to discrimination.

**What we do**

Children's House and Rachel Keeling Nursery Schools offer outstanding care and education (Ofsted 2018). They provide an inspirational start to school life and we want to get it right for all our children and families.

We are committed to identifying and breaking down the barriers that prevent all children from achieving their full potential.

We will not tolerate discrimination against any member of our school community, on grounds of their age, disability, gender reassignment, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.

We recognise the importance of our role, in tackling discrimination, and promoting equality, in establishing a more inclusive society. We will ensure an environment, where diversity is actively valued, and where cooperation and mutual understanding are an important part of our curriculum.

This policy refers to all staff, children, parents, governors and visitors of our schools.

We will ensure that all members of our school community understand the purpose of the policy, and take professional and personal responsibility for ensuring that they demonstrate the values and behaviours, which underpin diversity, inclusion and equality.

The schools' core values and principles are underpinned by our commitment to eliminating discrimination, to advancing equality of opportunity and to fostering good relations in our school community with a welcoming and inclusive ethos, approach and environment that reflects and celebrates diversity.

Each experience and event of school life is carefully planned to make it accessible to children and families, considering individual and group needs, and making responsive adjustments, always striving to improve our inclusive practice.

### **What does this look like in practice?**

- Rich resources, inside and outside reflecting diversity, similarities and differences including: books, stories, rhymes, puzzles, photos, puppets, dolls, small world, home corners, role play and dressing up clothes and props, musical instruments, cooking and eating activities.
- A regularly enhanced welcome display with greetings in the languages of our school community, giving value to children's home backgrounds, languages and different family set-ups
- Giving equal value to different family set-ups e.g. one mum, mum and dad, dad and dad, mum and mum: ensuring our school paperwork and systems mean all families are made to feel included and valued.
- Providing all children with access to experiences and resources to enable opportunities to explore/challenge traditionally male and female roles (gender stereotypes) e.g. engaging girls in construction activities and boys in cooking, dressing up and nurture play.
- An innovative approach to the curriculum which draws on research into the way children, boys and girls, develop similarly and differently and works reflectively to meet their needs e.g. large-scale mark making experiences outdoors that may often appeal to boys.
- A display featuring all children and staff with greetings, enabling all children to feel part of our community and introducing them to written languages that are different to their own.
- Songs, rhymes and stories from different cultures and in different languages.
- Information for parents and carers presented and accessible in a variety of forms e.g. verbal, letters, online, texts, photos and symbols
- Celebration days encouraging the involvement of parents and carers and supporting good relationships.

- Developing children's awareness and tolerance of others, of being in a social group and understanding that we all matter, with a PSE curriculum which values every child and nurtures their self-esteem and self-worth so that they can care for themselves and for those around them. For example we teach children to take control of what happens to them using phrases such as "Stop it. I don't like it", confidently and listening to others if they say it to them.
- Celebrating religious and cultural festivals including Diwali, Christmas, Eid, Chinese New Year, Black History Month, Easter and Carnival, with opportunities to find out about one another's cultural and religious traditions, through hands-on experiences such as dressing up, playing instruments and preparing and sharing food together.
- Dual language books in all classes to support the communication, language and literacy of children with English as an additional language (EAL).
- Supporting children's home languages and their developing English, through classroom organisation and enabling connections between families and children who share the same language, and developing story sessions in home languages using dual language texts, songs and rhymes.
- Using Makaton signs and visual symbols to support the communication of children with communication difficulties.
- Our well-developed inclusive practice starts with understanding each child – their needs, interests, schemas, approaches to learning. We use a variety of strategies and approaches to remove potential barriers and ensure that all can access learning and participate fully in a curriculum that is personalised to meet each child's needs.
- Reaching out to professionals beyond the schools, through a well-established Team Around the Child/Family process to collaboratively problem solve issues families face in their education and beyond.
- Each school has an Accessibility Plan for disabled children.