



Muriel Green Nursery School and Day Care

Equality Scheme

Adopted by Governing Body:

Last Review: January 2017

Reviewed by: Headteacher / School Improvement Committee

Next Review: January 2020



Contents

1. Vision and Values
2. The Characteristics of Muriel Green Nursery School and Day Care
3. Legal Background
4. Roles and Responsibilities and Publish Information
5. Engagement
6. Using Information
7. Our School's Equality Objectives
8. Action Plan

1. Vision and Values

Our equality vision and the values that underpin school and day care life

At Muriel Green Nursery School and Day Care we are committed to ensuring equality of provision, education and opportunity for all children, families, staff that participate in our services irrespective of gender, ethnicity, disability, sexual orientation, age or beliefs as defined within existing equalities legislation.

We aim to develop a culture of inclusion, diversity and community cohesion in which all children, families, staff and other stakeholders feel fully involved with the life of the nursery. We will monitor the achievement of children by race, gender and disability and will use this data to support children, raise standards and ensure inclusive teaching.

Discrimination will be tackled by the positive promotion of equality, challenging bullying and stereotypes, encouraging diversity and creating an environment in which all are respected.

At Muriel Green Nursery School and Day Care we believe that diversity is a strength, which should be respected and celebrated by all and this year (2016- 2017) it is a focus for our Improvement plan.

Core Principles:

In fulfilling our legal obligations (including the Equality Act 2010) we are guided by the following principles:

Principle 1: All learners are of equal value.

We are committed to the equality of education and opportunity for all children, staff, parents and carers, irrespective of race, gender, disability, faith, religion or socioeconomic background.

The experiences that each child brings to the nursery will be valued equally.

Principle 2: We recognise, welcome and respect diversity

Treating people equally does not always mean treating them the same. We will make adjustments to the curriculum, environments and our approach so that all can participate.

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

At Muriel Green Nursery School and Day Care we are committed to ensuring that every member of the school and wider community feels valued and welcomed. Children are encouraged to respond positively to the needs of others.

Principle 4: We observe good equalities practice, including staff recruitment, retention and development

We will give all applicants and staff equal opportunity to participate in professional development and new opportunities.

Principle 5: We aim to reduce and remove existing inequalities and barriers

We will give all the children at Muriel Green Nursery School and Day Care the opportunity to experience every type of activity and interest as it arises and encourage them to be actively involved and making the most of all potential learning opportunities. We will adjust curriculum and environment to remove barriers.

Principle 6: We consult and involve widely.

There will be regular stakeholder consultations and performance management and supervision for staff. Both will take account of equality and diversity.

Principle 7: We strive to ensure that society as a whole will benefit.

Open Days, participation in community events and ensuring the Nursery / Day Care is sustainable will give all local children the opportunity to benefit from services offered.

Principle 8: We will base our practices on sound evidence.

All staff are committed to identifying and meeting individual children's needs positively. We will ensure that every child has equal access to a broad and balanced nursery curriculum.

Principle 9: We will formulate and publish specific and measurable objectives.

Cross reference Equalities Action Plan and School Improvement Plan.

2. The Characteristics of Muriel Green Nursery School and Day Care

Muriel Green Nursery School is a maintained Nursery School near the centre of the City of St. Albans.

An integral part of the setting is Muriel Green Day Care that offers fee paying day care for children aged 3 months to 5 years. This is registered separately with Ofsted.

The settings share the same premises, Headteacher and Governing Body.

Children mostly come from more advantaged backgrounds and the majority of children attend additional wrap around care full or part time. In addition some children stay for either lunch or tea.

Other School Information:

Muriel Green Nursery School has:

90 part time places that may be attended as mornings, afternoons or flexibly at the beginning or end of each week.

Some younger children join the nursery the term after their third birthdays in January and April to take up their free 15 hours.

Mobility is low – most children are in Nursery 3+ terms and some have attended the setting since before their first birthday

SEND is exceptionally low

Over the last few years the number of BME and EAL children has increased

White British is the largest group

CLA – 1 adopted from Care

EYPP The above child is the only qualifying child

Day Care Information

60 places including 12 babies

8 places for funded two year olds and additional places for funded 3 year olds.

SEND is low.

Over the last few years the number of BME and EAL children has increased

CLA – 1 adopted from Care

3. 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:

- **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 only)*
- *disability*
- *ethnicity and race*
- *gender (sex)*
- *gender identity and reassignment (for staff and adult users)*
- *pregnancy, maternity and breast feeding*
- *religion and belief*
- *sexual orientation*

Disability

At Muriel Green Nursery School and Day Care 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 the School and Day Care 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 will work to:

- Increase our focus on diversity
- Ensure teaching and the curriculum explore and teach about diversity
- Promote common British Values (see separate statement)
- Encourage all children, families and staff to feel part of the school and wider community

4. 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

Karen Ashton, Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively.

Every term senior leaders and key staff will report to the Headteacher on actions and progress. Every term there will be a report on equality and diversity included in the Headteacher's Report to the Governor's meeting.

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

Responsibility for Key person

Single equality scheme	K. Ashton: Headteacher
Disability equality (including bullying incidents)	K. Ashton: Headteacher
SEN/LDD (including bullying incidents)	K. Ashton: Headteacher P. Tullberg: SENCo
Accessibility	K. Ashton: Headteacher R. Farrell: Day Care Manager B. Jones: Inclusion Governor
Gender equality (including bullying incidents)	K. Ashton: Headteacher
Race equality (including racist incidents)	K. Ashton: Headteacher
Equality and diversity in curriculum content	K. Ashton: Headteacher C. Gwilliams: Senior Teacher R. Farrell: Day Care Manager
Equality and diversity in pupil achievement	K. Ashton: Headteacher C. Gwilliams: Senior Teacher R. Farrell: Day Care Manager
Equality and diversity – behaviour and exclusions	K. Ashton: Headteacher
Participation in all aspects of school life	K. Ashton: Headteacher R. Farrell: Day Care Manager
Impact assessment	K. Ashton: Headteacher
Stakeholder consultation	B. Blackstaffe: Chair of Governors K. Ashton: Headteacher

Policy review	B. Blackstaffe: Chair of Governors K. Ashton: Headteacher
Communication and publishing	K. Ashton: Headteacher J. Honeybell: Office Manager R. Farrell: Day Care Manager

Commitment to review

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish information annually on the school website. This information will include relevant policies and objectives set by the school.

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 children
- Congratulate examples of good practice from the school and among individual managers, staff and children
- 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)

Headteacher and Senior Staff will:

Policy Development

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

Policy Implementation

- Ensure the effective communication of the policies to all children, 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 children
- Highlight good practice from teams, individual leaders, staff and children
- 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

Line managers will:

Policy Development

- Respond to consultation requests by creating opportunities for children 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 children
- 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 children 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

All staff: teaching and non-teaching / School and Day care will:

Policy Development

- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development

Policy Implementation

- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and children

Behaviour

- Behave with respect and fairness to all colleagues and children, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents

Public Sector Duties

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

Teaching and learning

We aim to provide all our children with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of children and families
- Take account of the achievement of all children when planning for future learning and

setting challenging targets

- Ensure equality of access for all children and prepare them for life in a diverse society
- Use materials that reflect the diversity of the setting, population and local community in terms of the Protected Characteristics, e.g. race and ethnicity, religion and belief, gender, or disability, without stereotyping
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents and carers in supporting their child's development and education
- Encouraging whole setting discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning and development

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability family background or socio-economic factors.

Exclusions will always be based on the Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equality of Opportunities for Staff

- Muriel Green Nursery School and Day Care complies fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age
- With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures
- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators
- We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents
- Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people or sexism

5. Engagement

Involving our learners, parents/carers and others

Engagement – Participation and Involvement

Muriel Green Nursery school and Day Care is committed to developing the contribution that stakeholders make to the development and review of all policies and practices affecting the life of the School and Day Care.

Staff and families are from increasingly diverse backgrounds and we will use questionnaires, discussions, children's voice, observations and the breadth of experience that stakeholders bring to the setting to make informed decisions.

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.

Examples of practice that regularly take place:

- Parent's welcome pack / handbook
- Home Visits before starting parents/carers are asked to inform us about their child's ethnic origin, religion, languages spoken or heard, and disabilities. All information discussed is confidential
- Children's voice questionnaires (before consultation) and photographs in learning journals
- Staff and governors contributions available in meeting minutes
- Herts Improvement Partner termly visits and reports
- Contacts with relevant community and voluntary groups
- SEN family and children meetings
- Regular Newsletters
- Regularly updated Website
- Annual Open Day
- Parent Consultations each term
- Unique Child Summaries

6. Using Information

Evaluating the impact in terms of the outcomes

Equality Impact Assessment (EQIAs)

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 and Day Care life.

- We make regular assessments of children's learning and use this information to track children's progress, as they move through the day care and school. As part of this process, we regularly hold Pupil Progress Meetings to monitor the progress and attainment of identified 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 EYFS Ofsted expectations and local authority data, to ensure that children are making appropriate progress
- We collect information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender
- The Local Authority provides a range of services to support the equality

agenda and helps us to identify our strengths and those areas requiring action. For example an Adviser was brought in to do a Diversity Audit to help us identify objectives for the Equality Action Plan and School Improvement Plan. (June 2016)

Our School's Equality Objectives

Key priorities for action

The priorities are on a separate Action Plan

Achievements to date:

Parents report that they feel welcome and that children with needs feel included. Data supports the view that vulnerable groups enter below age related expectations and having made good progress they leave within age related expectations.

Currently Spanish, French, Arabic, Portuguese and Swahili speaking members of staff are available to support children and parents with EAL. This range of languages is subject to change. High level of visual support in the nursery supports children with speech and language difficulties. Provision for 2 year olds from vulnerable families with high level of need started in in 2015.

1. Disability

- Facilities for staff and children are good, there is a disabled wet room, ramps and wide doorways. A lift is available for the first floor if required
- Children with visual or hearing impairments, autism, speech and language or other needs have visits and advice from the Advisory teams

2. Gender

- There is currently one male member of staff
- In the last year the gap between boys and girls attainment was diminished
- In the previous academic year considerable staff training took place to address the gender differences
- Male visitors are encouraged e.g. parents to play music

3 Race

- Children come from increasingly diverse ethnic backgrounds. We are developing a range of resources and events to reflect religious and cultural backgrounds such as Chinese New Year and Diwali
- Parents from all groups contribute moments from home for the children's learning journals
- Staff and volunteers from BME groups speaking one or more languages in addition to English

Age

- Our workforce has a wide age range
- Younger students, apprentices and work experience school students are encouraged
- Parents from all groups contribute confidently to their children's learning

Key Priorities for Action

Priority	Diversity Strand	Background	
	Gender		

Please see Action Plan

