



BAYLIS COURT NURSERY SCHOOL

SAFEGUARDING:

Single Equality Policy

Principles

The policy outlines the commitment of the staff and Governors of Baylis Court Nursery School to ensure that equality of opportunity is available to all members of the school community. 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 the school, celebrating and valuing the equal opportunity achievements and strengths of all members of the school. These include: -

- Pupils
- Teaching staff
- Support staff
- Parents/carers
- Community governors
- Multi-agency staff linked to the school
- Visitors to the school
- Students on placement

We believe that equality at our nursery school should permeate all aspects of life and is the responsibility of every member of the school and wider community. Every member of our community should feel safe, secure, valued and of equal worth.

At the Baylis Court Nursery School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination.

Monitoring and Review

Equality is identified as an area requiring careful and ongoing monitoring and due regard is given to promotion of all aspects of equality. The head teacher and senior leadership team of the school are responsible for co-ordinating the monitoring and evaluation of the policy.

We regularly review the impact of our policies on the needs, entitlements and outcomes for children, staff and parents from the equality strands referred to in this policy. We pay specific reference to the impact that our policies have on the attainment of children from different groups.

We make regular assessments of children's learning and use this information to track children's progress, during their stay in the nursery. 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 children's performance information.

School performance information is compared to previous years to ensure that children are making appropriate progress when compared to previous cohorts as there is no national benchmark to measure progress for nursery age children.



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As well as monitoring children's performance, we also regularly monitor a range of other information. This relates to:

- Incidents of racism, disability, sexist incidents and all forms of bullying;
- Attendance

Our monitoring activities enable us to identify any differences in children's performance. This allows us to take appropriate action to meet the needs of specific groups and to establish next steps for learning in communication, language, literacy, personal, social and emotional development and problem solving, reasoning and numeracy.

Promoting Equality through the Curriculum

Learning and Teaching

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

- Ensure equality of access for all children and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- 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
- Seek to involve all parents and carers in supporting their child's education
- Provide educational visits and extra-curricular activities that involve all children
- Take account of the performance of all children when planning for future learning and settling challenging targets
- Make best use of all available resources to support the learning of all groups of children
- Identify resources that support staff development

Learning Environment:

There is a consistently high expectation of all children regardless of age, gender, ethnicity, ability or social background. All children are encouraged to improve on their own achievements and become independent learners. Parents and carers are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- Staff enthusiasm is a vital factor in achieving a high level of motivation and good results from all children;
- Adults in the nursery will try to provide good, positive role models in their approach to all issues relating to equality of opportunity
- The nursery places a high priority on the provision for special educational needs and disability. Where appropriate, 1-1 support is given and an individual education plan drafted



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to provide the best possible support. This nursery creates an environment in which all children have equal access to all facilities and resources

- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all children.

Curriculum:

At Baylis Court Nursery School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Children will have opportunities to explore concepts and issues relating to identity and equality

All steps are taken to ensure that all children have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all children, their linguistic needs are taken into account and their learning styles are considered

Ethos and Atmosphere

- At Baylis Court Nursery School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be an 'openness' of atmosphere which welcomes everyone to the nursery;
- The children are encouraged to greet visitors to the nursery with friendliness and respect;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored;
- The building accords easy vehicular access to people with disability.
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

Resources and Materials

The provision of good quality resources and materials within Baylis Court Nursery School is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally diverse society;
- Reflect a variety of viewpoints;
- Show positive images of males and females in society including people with disabilities;
- Reflect non-stereotypical images of all groups in a global context;
- Include materials to raise awareness of equal opportunity issues;
- Be equally accessible to all members of school community consistent with health and safety;
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

Language



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We recognise that it is important at Baylis Court Nursery School that all members of our community 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

Extra-Curricular Provision

It is the policy of this school to provide equal access to all activities from an early age e.g. girls playing football, and mixed teams where appropriate.

We undertake responsibility for making contributors to extra-curricular activities aware of the nursery's commitment to equality of opportunity.

We try to ensure that all such non-staff members who have contact with children adhere to these guidelines and are DBS checked.

Provision for Bilingual Pupils

Our EAL policy has clear guidelines for meeting the needs of English as additional language learners. It reflects the principles of Early Years Foundation Stage curriculum. The nursery has a variety of languages represented and the main home language of children is Urdu. In consultation with staff the head teacher groups children according to their home language and consideration is given to their EAL stage. For instance there are opportunities for children to work in an Arabic speakers' group where their home language is used as a tool to learn new concepts in English.

Personal Development and Pastoral Guidance

- All staff take account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as, refugee and asylum seekers
- All children/staff/parents/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff. We undertake to encourage the career development and aspirations of all individuals.



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It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

Staff Recruitment and Professional Development

- All posts are open to the widest pool of applicants;
- All those involved in recruitment and selection are aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Access to opportunities for professional development is monitored on equality grounds
- Equalities policies and practices are covered in all staff inductions
- All supply staff are made aware of equalities policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Harassment and Bullying

It is the duty of the school to challenge all types of discriminatory behaviour e.g.:

- Unwanted attentions (verbal or physical)
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender)

The school has a clear, agreed procedure for dealing with incidents such as these.

Partnerships with Parents/Carers and the Wider Community

We aim to work in partnership with parents and carers to help all pupils to achieve their potential.

We wish to affirm our continuing commitment to reach out to all diverse groups within our immediate community and beyond. We would do this by:

- All parents/carers being encouraged to participate at all levels in the full life of the school
- Encouraging members of the local community to regularly join in school's activities e.g. Eid celebrations; harvest festival; Christmas; Diwali.

Responsibility for the Policy

In our school, all members of the school community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:

The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to our school community
- The school's Single Equalities Policy is maintained and updated regularly



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- That procedures and strategies related to the policy are regularly monitored

The Head teacher and senior teachers are responsible for:

- providing leadership and vision in respect of equality
- Overseeing the implementation of the Single Equalities Policy
- Co-ordinating the activities related to equality and evaluating impact

Ensuring that all who enter the School comply with the Single Equalities Policy;

- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in response to racist incidents (The school completes the local authority's racist incident form on a termly basis).
- Challenging any instances of discrimination against persons with a disability and sexual harassment and discrimination

All staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping
- Not discriminating on grounds of race, disability, or other equality issues
- Keeping up-to-date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider

We ensure that the commitments embodied in our mission statement for equality permeate the full range of our policies and practices

The Measurement of Impact of the Policy

The Single Equality Policy will be evaluated and monitored for its impact on children, staff, parents and carers - the different groups that make up our school.

Chairperson's signature:

Date: March 2017

Review Date: March 2018