



Atherstone & Bedworth Heath Nursery School and Teaching School Alliance

Equalities Statement & Single Equality Scheme

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Approved by Governors			
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	06 May 2015	<i>A. L King</i>	<i>D Wainwright</i>
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	February 2021	<i>N Burton</i>	<i>D Wainwright</i>

**Atherstone Nursery School and
Bedworth Heath Nursery School**

EQUALITY STATEMENT

Our equality vision and the values that underpin School life

At Atherstone and Bedworth Heath Nursery School we are committed to ensuring that every member of the community feels valued, enabled and enriched.

We are committed to the equality of education and opportunity for all children, staff, parents and carers receiving services from the Schools, irrespective of race, gender, disability, faith, religion or socio-economic background.

We aim to develop a culture of inclusion, diversity and community cohesion in which all those connected to the Schools feel proud of their identity and able to participate fully in the life of the Schools.

The achievement of children and families will be monitored by according to the protected characteristics listed below and we will use this data to support children and families, raise standards and ensure inclusive teaching, support and learning.

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and create an environment which champions respect for all. At Atherstone and Bedworth Heath Nursery School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit.

Equality Objectives

- To provide warm, friendly, welcoming environment where partnerships are built, valued and understood - staff, governors and parents will work in partnership with the local community and other stakeholders to create an inclusive environment where everyone feels safe, welcome, respected and valued***
- To provide a rich and stimulating environment enabling the unique child to become a competent learner - We strive to create an environment, which is challenging, stimulating, creative and enjoyable. All participants are supported and encouraged to achieve their own potential, making the difference in becoming independent and lifelong learners who are able to make a positive contribution to our society***
- To provide equal access to our services for all learners, staff and visitors, regardless of age (employees), disability, ethnicity, gender, gender reassignment, maternity and pregnancy, religion and belief, and, sexual identity***

Core Principles: In fulfilling our legal obligations we will be guided by nine core principles:

Principle 1: All learners are of equal value.

Principle 2: We recognise, welcome and respect diversity.

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

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

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

Principle 6: We consult and involve widely.

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

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

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

EQUALITY SCHEME

Legal Background - The duties that underpin our scheme : Our Schools are committed to meeting our 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 document 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. We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

The protected characteristics for school provisions are:

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

In order to meet our general duties, listed above, the law (for schools) requires us to undertake some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions *However, we will not publish any information that can specifically identify any individual child or adult, due to the small size of our pupil cohorts and staff teams specific data is not included here.*
- Prepare and publish equality objectives To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives.

This will include the following functions:

- **Admissions**
- **Attendance**
- **Attainment**
- **Exclusions**
- **Prejudice related incidents**

The equality objectives can be found in our equality action plan and accessibility plan and also feed into the school development plan (SIDP). These documents demonstrate how we will ensure equality is applied to the areas listed above, however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these 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.

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Core Statements: In fulfilling our legal obligations we will be guided by seven core statements:

- Statement 1: All learners are of equal value.
- Statement 2: We recognise, welcome and respect diversity.
- Statement 3: We foster positive attitudes and relationships, and a shared sense of belonging.
- Statement 4: We observe good equalities practice, including staff recruitment, retention & development.
- Statement 5: We aim to reduce and remove existing inequalities and barriers.
- Statement 6: We consult and involve widely
- Statement 7: We strive to ensure that society will benefit.

Roles and Responsibilities and Publish Information

Chain of accountability: The Board of Governors, supported by the Executive Headteacher of Federation and staff, is responsible for ensuring the implementation of this scheme. We believe that promoting Equality is the responsibility of everyone in the school community:

Commitment to implementation: The Executive Headteacher of Federation retains overall responsibility for ensuring that the action plan is delivered effectively and reported on to Governors, via the Head Teachers report to Governors.

Commitment to review The Schools equality scheme will be aligned with the Single Integrated Development Plan. Its implementation will be monitored within the Schools self-evaluation and other review processes as well as being updated at least annually. The basic principle underlying the new specific duties is that of ‘transparency’ which ensures that we fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups. Transparency means being open about the information on which we base our decisions, on what to publish and how

Publishing: We will publish information annually on the Schools websites. This information will include relevant policies and the objectives set by the Schools.

Overview of Responsibilities	
Governing Body	<p>Involving and engaging the whole community of BHNS & ANS in identifying and understanding equality barriers and in the setting of objectives to address these. The Governing Body will also agree the Equality Statement and objectives. Governors will:</p> <ul style="list-style-type: none"> • Provide leadership and drive for the development and regular review of the school’s equality and other policies • 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 • 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 <p>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)</p>
Head Of Federation and senior management	<p>As above including: Promoting key messages to staff, parents and children about equality and what is expected of them and can be expected from the BHNS & ANS in carrying out its day to day duties. Ensuring that the whole community receives adequate training to meet the need of delivering equality, including child awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. Ensure fair treatment and access to services and opportunities. Headteacher and senior staff will:</p> <ul style="list-style-type: none"> • Implement the equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary • Initiate and oversee the development and review of equality policies and procedures • Ensure all staff are aware of their responsibility to record and report prejudice related incidents • Consult children, staff and stakeholders in the development and review of policies • Ensure 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 • Provide appropriate role models for all managers, staff and children • Highlight good practice and provide mechanisms for the sharing of good practice • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents • Ensure that the school carries out its statutory duties effectively
The staff team	<ul style="list-style-type: none"> • Help in delivering the right outcomes for children. • Uphold the commitment made to children and parents/carers on how they can be expected to be treated. • Behave with respect and fairness to all colleagues and children, carrying out the letter and spirit of the school’s

	<p>equality scheme</p> <ul style="list-style-type: none"> • Design and deliver an inclusive curriculum • Support the school and the governing body in delivering a fair and equitable service to all stakeholders • Uphold the commitment made by the head on how children and parents/carers can be expected to be treated • Support colleagues within the community. • Raise issues with line managers which could contribute to policy review and development • Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Parents/Carers	<ul style="list-style-type: none"> • Take an active part in identifying barriers for BHNS & ANS's community and in informing the governing body of actions that can be taken to eradicate these • Take an active role in supporting and challenging BHNS & ANS to achieve the commitment given to our community in tackling inequality and achieving equality of opportunity for all.
Children (where appropriate)	<ul style="list-style-type: none"> • Support BHNS & ANS to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how children and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	<ul style="list-style-type: none"> • Take an active part in identifying barriers for our schools community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging our schools to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

What do we do? Some examples

Disability: At Atherstone Nursery and Bedworth Heath Nursery schools we implement accessibility plans which are aimed at:

- Increasing the extent to which disabled children can participate in the curriculum;
- Improving the physical environment 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. We recognise that these 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

Community Cohesion: In order to achieve a cohesive community, we strive to:

- Promote understanding and engagement between communities and ask our stakeholders what they need and what they would like
- Encourage all children and families to feel part of the wider community
- Understand the needs and hopes of all our communities
- Tackle discrimination
- Increase life opportunities for all
- Ensure our teaching and curriculum explores and addresses issues of diversity

Addressing Prejudice Related Incidents: Atherstone Nursery and Bedworth Heath Nursery Schools are opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide our children, service users and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material.

Engagement: Involving our learners, parents/carers and others: 'We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities through questionnaires, discussions, parents forums, children's voice, observations, staff knowledge, participation and relationships with users, professionals feedback, advisory board meetings. 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. Evidence of this engagement will be included in the review of the SIDP, through the Schools Self Evaluation process and in reports to Governors

Using information: Evaluating the impact in terms of the outcomes

- We make regular assessments of children' learning and use this information to track children' progress, as they move through the Schools. As part of this process, we regularly monitor the performance of different 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 national data and LA data, to ensure that children are making appropriate progress
- Senior Leadership Team monitoring ensures that provision is assessed to make sure our range of resources promote a wide range of diversity
- We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.
- We value more qualitative information which may be given to us through a variety of mechanisms e.g. children’s and parents/carers voice.
- We will report our analysis of equality information to Governors in an annual basis – to demonstrate compliance with the general duty across its functions

Achievements to date:

- Data shows that vulnerable groups in the nursery enter with below age related expectations but make outstanding progress and leave within age related expectations
- Setting up of specific groups to support children with SEND and different levels of intervention
- Provision of PECS and Makaton training to help staff aid communication with children & Time to Talk tier1 – tier 3
- Broad spectrum of attendance of two year olds including those in targeted groups
- Governor monitoring of SEND and Safeguarding practices
- Training related to radicalisation, CSE and PREVENT

Our equality objective-setting process has involved gathering evidence as follows:

- Parents/carers and children’s voice through questionnaires and feedback
- Review of various data sets about children’s learning / equality monitoring data
- Discussions with staff and stakeholders
- Case studies

Key priorities for action: 2018 - 2022

Equality Objectives: Action Plan	Activity	Person Responsible	Completion date	
1. Monitor and analyse children’s achievement in the Nurseries by gender, EAL and SEN/d and act on any trends or patterns in the data that require additional support for pupils	Data mapping November, March, June	Heads of School	2018 - 2022	Gender, race, disability
2. Ensure that representation on the parents Governing Body reflects the composition of the community	Ensure that information about participation is communicated to all service users	SLT	2018 - 2022	Gender race disability religion age
3. Ensure that resources and displays around the Schools promote diversity	SLT monitoring and ECERS / ITERS monitoring is completed each term	SLT	On going in SLT monitoring	Gender race disability religion age Race and religion
4. Increase children’s and families awareness and understanding of different communities	Celebrate cultural events throughout the year and utilise families skills and experiences	Nursery Lead Teachers	Annually through curriculum mapping	
5 Analyse data related to Admissions, Attendance, Attainment, Exclusions & Prejudice related incidents and report this to Governors	HT report to Governors to these sections - analysed in relation to the relevant protected characteristics	HT	Termly report	Gender race disability religion

Accessibility Plan

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with families/professionals to review potential intake each term	To identify pupils who may need additional to or different from provision prior to school entry	Ongoing	SENCO / SENCO Assistants Family Leaders	Procedures/equipment / ideas set in place for each intake.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010 To comply with SEND Code of Practice 2015	Ongoing	SLT / Governors	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents/carers	To ensure collaboration and sharing between school and families and have parental engagement strategy in place	2020 - 2022	SENCO / SLT/ All staff Safeguarding, Pastoral and Family Support Manager	Clear collaborative working approach. Vulnerable groups data shows good or better progress
To maintain close liaison with outside agencies for pupils with ongoing health needs.	To ensure collaboration between all key personnel	Ongoing throughout	SENCO / Health Visitors Family Leaders	Clear collaborative working approach
Promote site as being an accessible venue that can meet diverse needs of children, staff, parents/carers and community users.	Updated websites Adapt building at BHN to include changing facilities for SEND & new access routes, safer surfaces and a sensory room	Ongoing Summer 2021 ANS £12,500 BNH £70,000	SLT / WCC LA teams to fund	The whole of the BHN site is accessible & fit for purpose
To liaise with families/schools at points of transition	To assist receiving schools in planning for pupils who have been identified as having SEND	Each Summer term, following school places being confirmed	SENCO / SENCO Assistants Family Leaders	Families and schools well prepared for transition into Reception Year.
Access to Curriculum Create effective learning environments for all users.	SLT / Governor monitoring programme focuses on the needs of different users	Termly	Head of School SENCO / SENCO assistants	SLT & Governor monitoring evidences effective learning environments
Ensure Children with SEND are supported through use of Communicate in Print across the School	Develop skills related to intensive interaction, PECS & parental engagement in learning	Ongoing	SEND / High level Needs Staff Head of School	Progress data/ Assessment against individual identified targets for Communication and Language for the SEND cohort is good or better

Breaches: Breaches to this statement will be dealt with in the same ways that breaches of other policies are dealt with, as determined by the head teacher and governing body.

Monitor and Review: We will review our objectives annually in relation to any changes in our school profile.

Date Approved: September 2016..... Date to be reviewed: September 2022

Reviewed January 2021, changes made and Action Plan extended to 2022.