



Westfield Nursery School Equality of Opportunities Policy

Vision

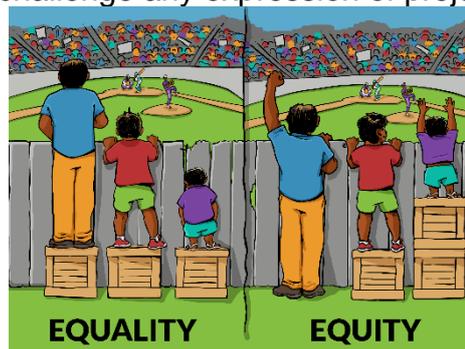
At Westfield Nursery we aim to deliver against our vision 'Inspired beginnings, outstanding futures'.

Philosophy

It is a requirement in the Early Years Foundation Stage that settings promote equality of opportunity and anti-discriminatory practice and ensure every child/ adult are included and not disadvantaged because of age, ethnicity, culture, race, religion and belief, being looked after, home language, family background, learning difficulties or disabilities, ability, gender, sex, sexual orientation, gender reassignment, pregnancy and maternity (including breast feeding) or civil partnership.

At Westfield Nursery we believe that:

- Everyone has the right to attend/ work/ visit in a safe environment free of discrimination, prejudice or stereotypes, where all members of the school community are respected as individuals, valued and listened to
- We endeavour to meet the needs of every individual so they might realise their potential. We recognise the need to counter underachievement and remove barriers to learning to enable equity. We encourage positive attitudes to diversity and challenge any expression of prejudice by children or adults



Refer to the Equality Act 2010, and the Children and Family Act 2014

Aims

At Westfield Nursery we will have:

- A policy and strategy in place to ensure the prevention of discrimination on any grounds, including bullying and harassment, covering all aspects of the organisation and its provision, including the recruitment and retention of staff and admissions (including an anti-racist policy)
- Have a Single Equality Scheme policy

At Westfield Nursery we:

- Recognise and value children's and adult's different cultural backgrounds and lifestyles
- Understand the specific cultural needs of traveller children and their families
- Understand and meet the needs of refugee and asylum seekers, children and families
- Treat all children and families with equal concern

Nursery Community

The Nursery has no catchment area and takes all children from Dunstable and the surrounding villages. The Nursery is used to supporting children from a range of cultures and with a range of needs. (e.g. Pupils with English as an additional language 32%, Pupils with special educational needs 28%, pupils receiving Early Years Pupil Premium 14% June 2021)

Public-Sector Equality Duty introduced by the Equality Act 2010

The main points are:

- 1) To eliminate discrimination and other conduct that is prohibited by the act
- 2) To advance equality of opportunity between people who share a protected characteristic and people who do not share it
- 3) To foster good relations across all characteristics- between people who share a protected characteristic and people who do not share it.

(For more information see 'The Equality Act 2010 and schools'- Departmental advice for school leaders, school staff, governing bodies and local authorities. May 2014 DES)

Terminology

All staff should be aware of the following terms:

Protected Characteristics which are: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, ethnicity or national origin, religion and belief, sex and sexual orientation

All staff should be aware of the different types of discrimination which can come in one of the following forms.

- **Direct discrimination**-treating someone with a protected characteristic less favourable than others
- **Associative discrimination**- direct discrimination against someone because they associate with another person who possesses a protected characteristic
- **Perceptive discrimination**- direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic
- **Indirect discrimination**-May occur if certain rules, conditions or practices apply to everyone, but a particular disadvantage to those with a protected characteristic, unless these are objectively justified
- **Harassment**- unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual
- **Victimisation**- occurs when someone is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so.
- **Discrimination arising from disability**- occurs when a disabled person is treated unfavourably because of something connected with their disability and the unfavourable treatment cannot be justified

Discrimination can also not occur on the grounds of trade union membership or activity, non-trade union membership, being a part time or fixed term worker or political belief

Guidelines

- At Westfield Nursery School parents/ carers are recognised as the earliest educators and the people who know their child the best. Staff at Westfield, value the importance of working closely with children/parents/carers. Home school transition arrangements endeavour to ensure keyworkers are made aware of some of the children's individual needs and interests before they start Nursery
- We will ensure that parents/carers/children feel welcome, wanted and have a positive role to play in their child's education
- We will ensure that parents/carers and children will have opportunities to make their feelings and opinions known to staff and these will be dealt with seriously and respectfully
- Children are recognised as individuals. Children's progress and well-being and involvement are monitored closely, and activities/ strategies are planned to meet individual's needs and interests
- If a child is identified as having special educational needs their needs will be responded to in the ways outlined in the policy for special educational needs and disabilities
- Many of the activities on offer at Westfield, although planned to meet a learning intention, are of an open-ended nature. Staff are very aware of the needs of the individual and are skilled at supporting individual children
- We will ensure that the setting shows that we are respectful and knowledgeable of the community we serve
- Parents/ carers are kept informed of their child's progress through a variety of formal and informal interactions. Consultations are held termly but contact is more often daily and concerns from Nursery are discussed as they arise. This way any problems can be dealt with quickly
- Where children are learning English as an Additional Language this is recognised as being positive both for them and the school. Their language use and progress are monitored closely to ensure their cognitive and language needs are met. Staff use observations and discussions with parents to identify whether any difficulties are the result of the child learning a different language and becoming familiar with a different culture or whether there is language delay or other special educational need
- Staff at Westfield enjoy learning more about different cultures from the families of the children they teach and consider learning about different cultures to be beneficial for everyone
- All children/parents/carers will have equal opportunities to attend stay and play days, fund raising events, celebration events, and any other experiences provided by the setting

All children/ staff, including those who are disabled or have special educational needs, will be included, valued and supported and reasonable adjustments will be made for them.

An education support plan will be devised with parents/ carers and professionals when appropriate. Please refer to the policy for special educational needs and the school's accessibility plan.

The Nursery liaises with outside agencies such as: health visitors, the Early Years Support Team, social care, educational psychologists, speech and language therapist's, occupational therapists, physical therapists as appropriate and interpreters, as necessary.

The Nursery recognises that the duty under the Equality Act 2010 to make reasonable adjustments is anticipatory. We recognise that in some circumstances disabled people might have to be treated differently in order to ensure they receive equal opportunities.

We understand that the duty contains 3 requirements

- The first covering provisions, criteria or practices
- The second making changes if necessary to overcome barriers created by the physical features of the premises
- The third covering the provision of auxiliary aids and services such as special computer software or providing a support worker

The Nursery annually reviews whether services are accessible to disabled people as part of a Health and Safety inspection including a governor and equal opportunities lead. This informs the accessibility plan which is reviewed at least annually. If the Nursery became aware of a child or parent/carer/member of staff, with specific needs due to start nursery it would carry out and act on the results of an access audit carried out by a suitably qualified person, such as an occupational therapist and provide training to staff as appropriate.

In addition, staff are vigilant to inequality of opportunity with regard to these areas and, understand they have a duty to report concerns of inequality to senior staff that, after investigating, will ensure necessary adjustments are made as soon as possible. Any incidents of a racist nature are to be recorded on the Racist Incident Report and the correct procedures followed as stated in the separate policy for racists incidents.

Arrangements for Reviewing, Monitoring, and Evaluating the Effectiveness of Inclusive Practices

The curriculum lead and class leaders will be responsible for ensuring equality, or addressing inequalities, including resources and uptake of opportunity. This will be through observations, learning walks, scrutiny of planning, and data analysis.

Observed inequalities will be recorded and may be addressed through staff agreed strategies to ensure equality of opportunity, provision, uptake and achievement. The ethos of the Nursery is one of inclusivity and equality and staff will be expected to reflect this in their interactions.

Questionnaires to parents/ carers, children and staff provide opportunities for pupils and parents/carers and staff to voice any concerns they may have with regard to inclusive practice, and how welcome they feel.

Analysis of Data

Data, including that relating to well-being and involvement scores, is analysed termly to identify any under achieving groups. Strategies to counter any underachievement are discussed within the Strategic Leadership Team and implemented and reviewed as appropriate.

Promoting and Value Diversity and Differences.

Westfield promotes diversity and differences through the following ways:

- Welcoming posters in different languages
- Books reflecting diversity, talking about differences, books in different languages
- Resources reflecting diversity such as small world people from different cultures, some with disabilities, dolls from different cultures, dressing up clothes from a variety of cultures, cooking utensils from different cultures.

- The promotion of children to converse in their first language as appropriate, and for staff attitudes to promote the use of first languages at home
- PSED teaching to promote diversity and celebration of differences, for example even the acceptance of people liking different things
- Friendship week as a focus for celebrating differences and working together
- Celebrations of a multicultural nature throughout the year, with parent or community involvement if possible, such as 'International day'
- Staff attitudes that discuss differences with children but tell children they are all special/unique/important
- Use of role play
- Use of music/instruments
- Learning about different cultures from parents/ carers/ members of the community
- Use of dance from different cultures
- Cooking activities/food from different cultures
- Art from different cultures
- Discussion arising from child-initiated questions or observations
- Staff individualism is celebrated and respected
- Staff views and opinions are listened to and respected
- All staff have opportunities for progression through CPD

Challenging Inappropriate Attitudes and Practices

When children express inappropriate attitudes, there may be the need for an immediate response, this will then be followed up by appropriate circle time discussion and other PSED activities.

When staff express inappropriate attitudes, these should be challenged by colleagues or through reporting of the incident to the Headteacher who will discuss the matter and any further action with the member of staff.

If visitors or parents/carers express inappropriate attitudes the member of staff may draw their attention to the equal opportunities policy and/or the Equality Act 2010. The incident should be reported to Headteacher or class leaders.

Conclusion

The implementation of this policy will support equality of opportunity.

Policy reviewed: March 2022



Westfield Nursery Race Equality Policy

Purpose

The purpose of this policy is to help those working in and with Westfield Nursery School to:

- Promote racial equality
- Promote good race relations
- Eliminate unlawful racial discrimination

Context

The Race Relations (Amendment) Act 2000, and the Equality Act 2010 places a positive legal duty on schools to promote equality. This means that policies and practices which are not in themselves racist, but which have a discriminatory effect on particular ethnic groups, are open to challenge in the courts.

Preparation of this Policy

The governing body has adopted this policy after consulting the following groups:

- Parents
- Staff
- Pupils
- Local community groups

Aims

- To provide equality of opportunity and full access to the curriculum for all children
- To develop the full potential of both children and adults

School Context

- The school is in Central Bedfordshire and children join us from a large surrounding area including local villages
- The pupil population comprises mainly of white British and an increasing number, although a small proportion from other ethnic groups
- The ethnic composition of the staff is mostly white
- The ethnic composition of the Governing Body is mainly white

Principles

The school is committed to the following principles:

- Commitment to equality of opportunity for all
- Commitment to the eradication of racism, xenophobia and discrimination on grounds of religion
- Recognition that every learner should be equipped with the knowledge, skills and achievements which they need for full participation in society
- Recognition that every learner should be encouraged to develop skills of non-violent conflict resolution
- Expectation that everyone will contribute to reducing and removing violence and harassment from schools
- Commitment to fostering attitudes of open-mindedness, empathy, understanding between different ethnic heritages and the concept of global citizenship
- Commitment to fostering respect for the identities of pupils, students and staff, and their experiences, histories and concerns
- Recognition that all learners are entitled to a multi-cultural and anti-racist education, irrespective of the presence or absence of learners who are from ethnic minorities

- Commitment to creating a school and wider community to which all its members can feel they belong
- Recognition that pupils, parents/carers, employees and the wider community, can all contribute to the achievement of harmonious relationships between people of different nationalities, religions and ethnic heritages
- Recognition that there must be active monitoring and evaluation of policies and practice
- Recognition of the need for the public accountability in reporting on racist incidents, following up action and outcomes

The school will promote race equality and good race relations across all areas of school activity in relation to:

- Progress, achievement and assessment
- Behaviour, discipline and exclusion
- Pupils' personal development and pastoral care
- Pupils' relationships
- Teaching and learning
- Admissions and attendance
- Curriculum
- Staff recruitment and professional development
- Partnerships with parents and communities
- Appointment and training of governors

Leadership, Management and Governance

The school is committed to:

- Being proactive in promoting racial equality and good race relations and tackling racial discrimination
- Encouraging, supporting and enabling all pupils and staff to reach their potential
- Working in partnership with parents and the wider community to establish, promote and disseminate racial equality good practice and tackle racial discrimination
- Ensuring that the policy is followed

The responsibilities of the governing body are:

- To ensure that the school complies with race relations legislation
- To ensure that the policy and its related procedures and strategies are implemented

The responsibility of the Headteacher is to:

- Implement the policy and its stated procedures and strategies
- Ensure that all staff are aware of their responsibilities and are given appropriate training and support
- Take action in any cases of racial discrimination, (recording Racist incidents and dealing with them appropriately)

It is the responsibility of all staff to:

- Deal with racist incidents, and know how to identify and challenge racial bias and stereotyping
- Promote racial equality and good race relations and not discriminate on racial grounds
- Keep up to date with race relations legislation by attending training and information opportunities

Breaches of Policy

Breaches of policy will be dealt with as follows:

- For pupils, through the school's behaviour policy
- For staff, through the staff disciplinary policy
- For others, by appropriate action, for example, making clear the school's expectations and, in relation to staff of other organisations, reporting breaches to the heads of those organisations

Policy Planning and Review

The school will assess and monitor the impact of this policy on pupils, staff and parents from different racial groups. This will be undertaken as follows:

Policy Planning and Development

- Routinely considering the impact of policy development and planning on issues of race equality
- Assessing the impact of the policy through consultation, evaluation

Ethnic Monitoring:

- Using monitoring data to monitor the attainment and progress of pupils by ethnic group, and to set targets for improvement
- Ensuring that monitoring data by ethnic group, for example, on attainment and progress exclusion, sanctions and rewards, is used to inform planning and decision making
- Monitor progress of children with EAL through use of Bedfordshire English Language Profile
- Using monitoring data to identify progress in reflecting the ethnic composition of the community in the staff and Governing Body

Reviewing and Assessing Policies:

- Regularly reviewing, monitoring and assessing all policies and strategies for their effectiveness and impact in eliminating racial discrimination, promoting racial equality and good race relations
- Using the results of reviews and assessments to inform planning and decision-making
- Making available the results of monitoring and assessment to governors and parents
- Providing to governors and parents, data on assessment of policies and strategies, with appropriate evaluation
- Providing such information in a way that ensures that individuals cannot be identified

Training and Development

The school will:

- Develop a training strategy that includes training and support for staff and governors in support of this policy.
- Use a range of methods to train and develop staff and governors (e.g. school organised inset, attending courses)
- Monitor and evaluate the effectiveness of training.

Promoting the Policy

This policy will be promoted by:

- Making it available to all parents, pupils, and other interested parties
- Making the policy available in special formats on requests

Policy reviewed: January 2019

To be reviewed November 2020