



## Westfield Nursery School Single Equality Scheme and Public-Sector Equality Duty

### Vision

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

### What is a Single Equality Scheme?

A single equality scheme provides a holistic approach to reducing inequalities as stipulated under the Equality Act 2010. It is a public commitment of how our school intends to meet the duties placed on it by the equality legislation.

See

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

### Philosophy

Everyone has the right to work 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 each individual so that they might realise their potential. We recognise the need to counter underachievement and remove barriers to learning so that each may have equal opportunities. We encourage positive attitudes to diversity and challenge any expression of prejudice by children or adults.

### Aims

We have due regard to the three aims of the general equality duty, that are:

- To eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- To advance equality of opportunity between people who share a protected characteristic and those who do not. (Protected characteristics: disability, gender reassignment, race, religion or belief, sex (gender), sexual orientation, and pregnancy and maternity)
- To foster good relations between people who share a protected characteristic and those who do not.

### School Context

Westfield Nursery is situated within the small town of Dunstable. It has no catchment area and enjoys a good socio- economic mix, with children coming from a variety of accommodation within Dunstable and from surrounding villages. In recent years it has benefitted from a more diverse cultural make up, admitting an increasing number of children for whom English isn't their first language and from a wider range of cultural backgrounds. This is perceived as a positive development. There is good community cohesion within the school and no recorded prejudice-based incidents. The different characteristics of the children in the school are recorded and measures are taken to identify and rectify any under achieving group.

Listed bodies with fewer than 150 employees are not required to publish information relating to their employees; however, this information is collected as part of the workforce data collection. Westfield Nursery adheres to the Central Bedfordshire recruitment procedure.

## **Commitments**

At Westfield we are committed to:

- Being proactive in promoting equality, good relations and tackling unlawful discrimination
- Encouraging, supporting and enabling all pupils and staff to achieve their full potential
- Working in partnership with parents and the wider community to tackle discrimination and establish, promote and disseminate equality good practice
- Ensuring that all staff, pupils and parents adhere to the principles of the scheme

## **Responsibilities**

### **The Governing Body:**

- Ensures that the school complies with equality legislation, including the general and specific duties, making reasonable adjustments to provision where necessary to uphold equality law
- Makes sure that the single equality scheme and its related procedures and strategies are implemented
- Elects a governor who has lead responsibility for the single equality scheme. At Westfield Nursery this is Ms Maxine Boyle
- Supports the Headteacher in consultations with all stakeholders and in implementing any actions necessary
- Evaluates and reviews the equality objectives at least every 4 years

### **The Headteacher:**

- Works with the governing body to ensure that the policy and its related procedures and strategies are implemented effectively
- Appoints a person responsible for co-ordinating work under the seven protected characteristics. In Westfield Nursery School this is Mrs Liz Collins
- Ensure that all stakeholders, including staff, are aware of their responsibilities under the scheme and are given appropriate training and support so that they can fulfil their responsibilities
- Monitors progress within the Single Equality Scheme and provides an annual report to the governing body
- Manages any day-to-day issues arising from the Single Equality Scheme, whether for pupils or for the school as an employer
- Takes appropriate action with staff or pupils who discriminate

### **Teaching Staff:**

- Ensure that pupils from all groups have full access to the curriculum
- Promote equality and diversity through teaching and through encouraging community cohesion

### **All staff:**

- Are aware of the Single Equality Scheme, actively support it and ensure that any training needs are reported to the Headteacher
- Deal with incidents of discrimination and know how to identify and challenge bias and stereotyping as well as being aware of procedures they need to follow.
- Ensure that activities or personal behaviour do not discriminate on any ground
- Keep up to date with equalities legislation by attending training and information events organised by the school or local authority

### **Pupils:**

- Pupils at Westfield Nursery School are under 5 years of age. We would like them to tell the staff at nursery or their parents/carers if they think something is unfair, and their views will be listened to and taken seriously

#### **Parents/carers:**

- Have access to the scheme
- Are encouraged to support the scheme
- Can attend any relevant meetings/awareness raising sessions related to the scheme
- Have the right to be informed of any incident related to this scheme which could directly affect their child

#### **Visitors and Contractors:**

- Will ensure they are aware of and comply with the school's single equality scheme

#### **Consultation and Involvement**

All staff and Governors have been invited to contribute to the Single Equality Scheme. The scheme is available on the website and parents/ carers comments are always welcome. An audit/learning walk about accessibility and equality is conducted annually by a member of the governing body and health and safety co-ordinator. Information obtained from this process will inform future action as necessary.

We recognise the importance of involving various communities of interest so that their priorities and concerns can be identified and translated into action. We have many and varied ways of eliciting parent and community views and always welcome comments.

The curriculum leader is responsible for monitoring equality in the curriculum through evaluation of curriculum materials, scrutiny of planning, data analysis, and informal observations. They will discuss any concerns with the senior leadership team, and contribute to strategies, and evaluation of those strategies.

#### **Data Analysis**

Attainment levels and progress for pupils with different characteristics are mapped against national expectations and other pupils within the setting. The findings of such an analysis form the basis of subsequent action plans as necessary. All staff are advised to be aware of any inequality of both opportunity and uptake within the learning environment.

The well-being/involvement scores of our children and parent/ pupil questionnaires are analysed and findings may form the basis of future action plans.

#### **Action Planning**

The objectives for Westfield Nursery School are outlined in the equality objectives.

Some policies or procedures that a school implements, may have an unintended consequence on a protected characteristic this could lead to discrimination, harassment or inequality of opportunity. One way of preventing this is to carry out equality analysis. A template for which can be found in appendix one.

#### **Publication**

The school's policies and practices promote equality, seek to counter underachievement remove barriers to learning, encourage positive attitudes to diversity, and endeavour to foster good relations between people who share a

characteristic and those who do not. This and other policies can be accessed on the school website.

### **Monitoring and Review**

Schools are required to publish equality data annually. This document will be reviewed annually.

Reviewed March 2022



## Westfield Nursery School Appendix 1 Template for Equality Impact Assessment

### Equality Impact Assessment (EQIA)

(For use when preparing or reviewing a decision or policy)

By a decision we mean those that are the responsibility of the Governing Body and the senior membership of a school. This template helps you assess the impact of any new or existing policy on persons with a protected characteristic, therefore preventing discrimination by the school.

Section 149 of the Equality Act places a duty upon the school to have due regard to the need to eliminate discrimination, advance opportunities and foster good community relations in the exercise of its functions. Having due regard will mean that you consciously think about those three aspects of the duty.

Function/ policy under review	
Curriculum area	
Date:	Author

#### The Assessment

1. How will the decision be made and who will be involved?				
2. What is the aim of this policy/ decision and what changes will occur				
3. Who is affected by this area of work and/or the changes?				
4a Thinking positively, which groups of pupils/ stakeholders' benefit (or could potentially benefit) from this policy or decision.				
Equality Characteristic	YES?	NO?	Unclear?	Information and evidence
Age*				
Disability				
Gender reassignment/ identity				
Marriage and civil partnerships*				
Pregnancy and maternity				
Race				
Sex (Gender)				
Sexual orientation				

\* Not covered in legislation for pupils

4b Summarise how equality of opportunity is advanced or/and how good community relations is fostered by the policy or decision

5 Being sensitive to the issues that some people may face which groups of pupils/ stakeholders will (or could potentially) experience adverse effects following this decision?

Equality Characteristic	YES?	NO?	Unclear?	Information and evidence
Age*				
Disability				
Gender reassignment/ identity				
Marriage and civil partnerships*				
Pregnancy and maternity				
Race				
Sex ( Gender)				
Sexual orientation				

\* Not covered in legislation for pupils

6 What type of engagement and consultation are relevant to the decision?

Equality Characteristic	YES?	NO?	Unclear?	Information and evidence
Age*				
Disability				
Gender reassignment/ identity				
Marriage and civil partnerships*				
Pregnancy and maternity				
Race				
Sex (Gender)				
Sexual orientation				

7. In summary what is the actual or likely impact (both positive and negative?). Identify the range of options and the effects on each.

8a What needs to happen?( Mark with an X)

A No major change needed

B Continue with the way this function or policy is carried out despite having identified some potential for adverse impact or missed opportunities

C Adjust or amend the way this function or policy is carried out

D Stop and totally reform the way the function or policy is being carried out

8b Explain the rationale for what you have marked in 8a with details how you will minimise any adverse effects or details of any mitigating activity.

9 Outline the next steps and when will this function or service be reviewed (Include any mitigating activities)

Issues to be addressed	Who is responsible	Action Required	Timescale for completion