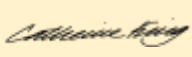




Comper Nursery School

Equality Information and Objectives

Updated:	May 2024	
Review:	May 2028	
Signed CoG		Date: May 2024
Print CoG	Suzy Dixon	Date: May 2024
Signed HT		Date: May 2024
Print HT	CATHERINE KING	Date: May 2024

Our approach to equality and inclusion is based on the following key principles:

- ✓ **All children and their families are valued.** They are valued as individuals with their experiences, abilities and disabilities, ethnicity, culture, national origin or national status, gender identity, belief.
- ✓ **We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the nursery school
- ✓ **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other. We adjust to make sure that all have access to the community of the Nursery School e.g. using a translation tool to help communicate if appropriate or ensuring wheelchair access.
- ✓ **We have high expectations for each child.** We expect that all children can make progress and achieve to their highest potential.
- ✓ **We foster a shared sense of cohesion and belonging.** We want all children, parents and carers, staff and visitors at Comper Nursery School to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in the nursery life.
- ✓ **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
- ✓ **We work to raise standards for all children, but especially for the most vulnerable.** We believe in high quality education for each child. High quality education for the most vulnerable children will include additional support or provision to support their wellbeing and progress as needed.

Comper Nursery School challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- Prejudice around disability and special educational needs
- Prejudice around race, religion and belief, traveller communities, migrants, refugees and people seeking asylum
- Prejudices around gender and sexual orientation

We will keep a record of different prejudice-related incidents that occur may occur for both staff and children and provide a report to governors about the numbers, types and seriousness of prejudice-related incidences in the Nursery School, and how we dealt with them. We will review any incidents that occur termly and take actions to reduce incidents.

Inclusion

We ensure equality of access for all children to a broad and balanced curriculum, removing all barriers to participation in our curriculum and ensuring that all children have equal access to resources and the environment.

Positive action

We take positive and proportionate action to address the disadvantage faced by particular groups of children with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

Comper Nursery School prepares children for life in a diverse society and should ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of the children.

We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through Personal, Emotional and Social development and across the curriculum.

We use materials and resources that reflect diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

We promote a whole integrated nursery ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

We provide opportunities for children and families to appreciate and share their own culture and the diversity of other cultures.

We promote positive images of people and the contribution of different cultures to world history.

We promote positive messages about equality and diversity through displays, artefacts, resources and visitors.

We review all policies on a rolling programme and consider their impact on the progress, safety and well-being of the children. The implications for equalities of new policies and practices are considered before they are introduced.

In order to make sure that we are meeting the needs of the whole nursery community in terms of equality we:

- Review relevant feedback from the annual parents' questionnaire, parents consultations, governors meetings
- Secure and analyse responses from staff meetings and training events and the annual staff wellbeing questionnaire
- Analyse issues raised in reviews of children with SEND or those subject to safeguarding procedures
- We respond to governors feedback

Contents

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it

- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#). This document also complies with our funding agreement and articles of association

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The **equality** link governors are Hester Crombie & Lucy Kempton They will:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
 - Ensure they're familiar with all relevant legislation and the contents of this document
 - Attend appropriate equality and diversity training
 - Report back to the full governing board regarding any issues
- The headteacher will:
- Promote knowledge and understanding of the equality objectives amongst staff and pupils
 - Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality is **Lisa Roberts** for Comper Nursery School they will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8. Please see specific identified responsibilities below:

Responsibilities of staff

The responsibilities for ensuring that there is no unlawful discrimination rests with staff. All staff should:

- Comply with the nursery policies

- Not discriminate in their day-to-day activities or induce others to do so
- Not victimise, harass or intimidate other staff or groups who have, or are perceived to have one of the protected characteristics
- Ensure no individual is discriminated against or harassed because of their association with another individual who has a protected characteristic
- Inform their line manager if they become aware of any discriminatory practice

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. In the foundation stage we do this through our Personal Social and Emotional Development (PSED) and Understanding of the World (UW) parts of the curriculum in

particular. However children will also learn about tolerance and respect for others religions and cultures in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

- We have shared circle times which focus on promoting friendships and exploring other cultures. These small group times are often when we might explore British Values in an age appropriate way
- Working with our local community. This includes inviting leaders of local faith groups to speak, and organising school trips and activities based around the local community
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach such as the local mosque, the local church and the other local community groups such as The Porch who work to support the homeless

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives May 2024 – July 2025

Objective 1: Undertake an analysis of recruitment data and trends with regard to race, gender, age and disability and report on this to the resources sub-committee of the governing board.

Objective 2: Train all members of staff and governors on equal opportunities and non-discrimination by December 2024. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Objective 3: Monitor how well children who may be disadvantaged and those with SEND are included in all aspects of school life.

Objective 4: Carry out an analysis of the environment and resources to ensure they meet the requirements of this policy. Update and replenish where necessary to ensure that equality, diversity and inclusion are visibly reflected in the children's day-day experience in the nursery.

9. Monitoring arrangements

Comper Nursery School's Governing body will update the equality information we publish, at least every year.

This document will be reviewed by Comper Nursery School's' Governing body at least every 4 years.

This document is approved by Comper Nursery School's' Governing body

10. Links with other policies and procedures

This document links to the following policies:

Admissions, SEND Code of Practice , EYFS Framework (2023), Prevent Policy , Complaints procedure, Child Protection and Safeguarding Policy & Recruitment procedures