

Public Sector Equality Duty at Hillfields Nursery School

Our Scheme covers a three year period from June 2022 to June 2025

Introduction

The purpose of this Equality and Cohesion Scheme at *Hillfields Nursery School* is to achieve equality and excellence for all to promote the highest possible standards. The principles of this Scheme apply to all members of the school community – pupils, staff, governors, parents/carers and community.

Hillfields Nursery School has produced this scheme to meet its responsibilities under the Public Sector Equality Duty.

These are;

- To eliminate unlawful discrimination and harassment
- To promote equality of opportunity
- To promote good relations between people of different ethnicities
- To promote positive attitudes towards disabled people
- To encourage participation by disabled people in public life
- To take account of disabled people's impairments, even when that involves treating disabled people more favourably.

This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community. This document sets out how pupils with the following protected characteristics will be protected in our school from harassment and discrimination:-

- ♣ disability
- ♣ gender
- ♣ race/ ethnicity
- ♣ religion and belief
- ♣ sexual orientation
- ♣ gender reassignment
- ♣ maternity and pregnancy

People identified in these groups are considered to have a **protected characteristic**.

This scheme extends however to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families). As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices.

We are also committed to be fully inclusive of all community users, including parents and carers. As such, this scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age
- Being married or in a civil partnership

Our aim is to help every child to have the best start in life. We do this through offering high-quality early years education. We want every child and every family to have a positive experience with us. We want every child to be well-prepared for the next stage in their education and learning.

School Context (data collected June 2022)

- *Hillfields Nursery School is based in Hillfields area of Coventry, St Michael's Ward*
- *Within the school we have an increasing level of Special Educational Needs and we are seeing a diverse range of disabilities. We work with the family and relevant agencies/ professionals to ensure that the environment is adapted appropriately so no child is disadvantaged*
- *Hillfields Nursery School currently has 36.2% of pupils receiving additional support for Special Educational Needs*
- *At Hillfields Nursery School we have 25 different home languages*
- *Pupil mobility within the school is high. We have 3 intakes per year and families are often moved out of area to accommodate them in appropriate housing*

Characteristics of the Pupils

The characteristics of our pupils is always changing due to the nature of our school

Hillfields Nursery School offers Early Education for children age 2 – 5 years. The majority of children attend between 3 – 6 terms (1 – 2 years) The maximum time a child can attend our setting is 8 terms. Hillfields offers government funded place for 2 year olds (15 hours) and 3 year olds (15 hours and 30 hours) There is a possibility of paid provision however this is rarely accessed.

Our Statement of equality

As individuals we are all different. The Nursery School will ensure fair and equal access to our services for all our families regardless of which equality strands they belong to.

Hillfields Mission and Vision

Mission

Hillfields Nursery School offers a broad, enquiry-based curriculum to promote opportunities for all children to learn, grow and develop.

We endeavour to engage all children and our community in learning and achieving.

Vision

We aim to support children and our community to achieve all their dreams. Our Nursery School upholds high expectations and aspirations, working with children and families, striving to enable our children to achieve their highest potential.

Planning to eliminate discrimination and promote equality of opportunity

This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. We will collect data related to the protected characteristics and analyse this data to determine our focus for our equality objectives. This data will be assessed across our core provisions as a school.

This will include the following functions:

- admissions
- attainment
- exclusions
- prejudice related incidents Addressing Prejudice Related Incidents

Hillfields Nursery School is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may not fair well in the education system. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

The scheme encompasses our anticipatory duties to plan ahead for the reasonable adjustments (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come to our school.

Equality Objectives 2022 – 2025

Our objectives will detail how we ensure equality is applied to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations

We will:

- ensure that there are equal opportunities for boys and girls and this will be reflected in the progress made
- ensure that provision is in place to 'diminish the difference' for children who are in entitled to Early Years Pupil Premium funding or are Looked After Children

Indicators:

School data will show that the gap has narrowed for children in receipt of Early Years Pupil Premium or are LAC

Data as will show that the difference between attainment of boys and girls is minimal

Data will be analysed termly following Professional Discussions and Pupil Progress Meetings support us to ensure that there is consistent progress

There will be ongoing monitoring of the progress of all groups to ensure that all children are making progress

Diversity is reflected and celebrated in the school environment

Through the parental questionnaire parents will report that they feel safe and are happy to come to school

Roles and Responsibilities in Implementing the Single Equality Scheme

The Head Teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme;
- ensure that the scheme is implemented effectively;
- manage any day to day issues arising from the policy whether for pupils or for the school as an employer;
- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy;
- ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies.

The Governing Body will:

- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities duties;

- designate a link governor with specific responsibility for the Single Equality Scheme; This will come under the role of inclusion link governor
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- evaluate and review the action every three years;
- evaluate the action plan yearly.

Appendix 1

Equality Legislation

This equality scheme responds to the current equalities legislation.

- The Equality Act 2010 is the overarching legislation for all equality duties. The act serves two main purposes:

- a) To harmonise discrimination law;
- b) To strengthen the law to support progress on equality.

The act supersedes or strengthens the following acts and regulations:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion & Belief and Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006 Part 2
- The Equality Act (Sexual Orientation) Regulations 2007 Overview of previous equalities legislation which has been harmonised and strengthened by Equality Act 2010:
 - Race Relations Act (RRA) 1976/2000 statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
 - Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007 statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
 - Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007 The Act sets out that it is unlawful for schools to discriminate against a person: a) in the terms on which it offers to admit him/her as a pupil: b) by refusing to accept an application to admit him/her as a pupil, or c) where he/she is a pupil of the establishment: i) in the way in which it affords him/her access to any benefit, facility or service, ii) by refusing him/her access to a benefit, facility or service, iii) by excluding him/her from the establishment, iv) by subjecting him/her to any other detriment.
- Disability Discrimination Act (DDA) 1995/2005 statutory positive duty to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;
- Education and Inspections Act 2006, duty to promote community cohesion. By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as: "working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."

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Action Plan

Key

EYTA – Early Years Teacher Assistants

HT – Headteacher

CPOMS – Safeguarding Software used by Hillfields Nursery School

CPD – Continuing Professional Developments

HNS – Hillfields Nursery School

SENCo – Special Educational Needs Coordinator

Objective	Actions	Resource implications	Success Criteria	Timescale	Responsible person/ Report to
To improve attainment and progress for all children	Implement new assessment tool. Teacher and EYTA's to take part in Professional Discussions	Regular Professional Discussion meetings timetabled Regular Progress meetings to be implemented from September 2022	Professional Discussion Meetings occur and are recorded Data is analysed by significant groups and is used to inform the discussion in progress meetings	Ongoing Termly	All Staff Assessment Lead (HT)
To provide an environment where discrimination of any form is addressed and eliminated	System is in place for reporting Staff are trained in reporting and recording this information	All staff to have log in for CPOMS For short term supply staff they are aware of the team leader who	All staff have an active login for CPOMS Each September CPOMS is within the staff training CPOMS training is within the staff	Ongoing Annually	IT lead (HT) Designated Safeguarding Lead (HT) And Deputy Designated Safeguarding Leads

	Systems are in place to ensure staff report	they must report it to.	induction The Whistleblowing Policy is used appropriately	Annual training	
To offer equality of opportunity through high quality curriculum, and quality CPD for staff	The curriculum is regularly monitored Through CPD supervisions		Teaching and Learning feedback and progress within SSTEW ECCERS is sustained and/or improved HT ensures there is an opportunity for staff to feedback on CPD and any needs staff have for future CPD	Termly Annual CPD supervisions timescale	Teaching and Learning Lead (HT) HT
To ensure staff CPD for medical needs	To assess the needs of children through our settling process which includes a parent meeting (either in the child's home or at nursery)	Multiagency approach	Staff are trained to meet the needs of children with disabilities	Ongoing – to ensure that as a child moves through the school appropriate training occurs to support transition. Settling process is followed as the child starts at HNS	SENCo All staff
To foster good relations with parents/ carers, children,	Develop strong relationships through the key person model	Timetable home visits/ parent meetings for each intake	Parents are confident to talk with staff and feel safe within the	Termly	All staff

governors and the community	Settling Process	Child led settling process – where there are adaptations needed these should be implemented as quickly as possible to ensure that the environment is	nursery school environment Where adaptations to the environment are required, they are implemented as soon as we are aware	As required	SENCo All staff
	Governors to take on a named area to oversee so that they build a strategic relationship with the school staff and families (as appropriate)	Governors visits to be timetabled in September Housekeeping meeting	Governors have assigned responsibilities Visits are made and reported on at governors meetings.	Annually	HT Governors
				Ongoing	

Appendix 2

Please see separate document that can be updated as changes occur.

- *Ethnic composition of pupils and staff*
- *Gender data*