

Oxclose Community Nursery School: Single Equality Statement & Action Plan

Statement:

We seek to promote pupil's spiritual, moral, social and cultural development through appropriate experiences and opportunities that support equality and diversity. We work together to develop a culture of respect and inclusion in which all those connected to our school feel proud of their identity and ability to participate fully in school life. We believe diversity is strength that should be respected and celebrated by the whole learning community and those who seek to be part of it.

Equality Objectives:

- Ensure all pupils, and staff contribute toward a happy and caring environment by showing respect for, appreciation of one another as individuals.
- Maintain the highest quality of education.
- Provide equal opportunities for the development of all staff.

Equality Act 2010

The Equality Act of 2010 replaces previous anti-discrimination legislation with a single act. It provides a single consolidated source of discrimination law. Under the Equality Act there are nine protected characteristics:

age; disability; gender reassignment; marriage and civil partnership; pregnancy & maternity; race; religion or belief; sex; sexual orientation.

Other Policies and documents to read in conjunction with the Equality Statement and Action Plan:

- Admissions Policy
- Child Protection and Safeguarding
- Early Years Curriculum
- School Improvement Plan
- SEND & Inclusion Policy
- SEND provision map
- Supporting children in school with medical needs
- Staff Handbook

Action Plan 2020 - 2021

Priority: Disability			
Objective	Actions	Outcomes	Review
To understand how the information, we collect on parents and children is used to improve the provision.	<ul style="list-style-type: none"> • Review admissions forms in line with GDPR. • Develop a clear criteria for commissioned place within the resourced provision. • IHP's identify multi agency partnership with professionals and parents. 	<p>Information gathered will enable future planning to accommodate children.</p> <p>Focussed CPD for all staff</p>	
To identify trends or patterns in data that may require additional actions.	<ul style="list-style-type: none"> • Monitor achievement of pupils by disability. • Termly assessment • Support plan identify additional resources 	<p>Termly data identifies gaps in learning.</p> <p>Evaluated support plan informs next steps in learning.</p> <p>Intervention identified</p>	
To monitor bullying and harassment of pupils and staff with disabilities.	<ul style="list-style-type: none"> • Regular parent questionnaires • Regular staff well-being meetings. • Termly one to one meetings with HT. • Review procedures for reporting allegations. • Include a clear protocol for parents on the website. • Evaluation of annual safeguarding training. 	<p>Parent questionnaire will identify issues of concern.</p> <p>Procedures for reporting allegations on the web site.</p>	
The learning environment portrays disability positively throughout the school.	<ul style="list-style-type: none"> • Audit of learning environment looking at books, resources, displays, 	<p>Raise awareness of children's understanding of disability.</p>	

		<p>Implementation of ICT equipment portrays disability effectively.</p> <p>All resources purchased are chosen carefully to portray positive images.</p>	
To raise awareness of disability with all stakeholders in the school.	<ul style="list-style-type: none"> • Include specific raising awareness days / events on the year's annual calendar. • Designated SEND Governor, M Kirkland. • SEND report to Governors termly 	<p>Raise awareness for children and families.</p> <p>To be able to sign post parents and carers to appropriate agencies</p> <p>Promote campaigns as appropriately throughout the year.</p>	
To make the environment accessible as possible to all pupils, staff, visitors.	<ul style="list-style-type: none"> • Regular review with OT on the equipment needed for mobility. • Additional quiet rooms available for professionals to work with children. (pre Covid 19 restrictions) • Termly risk assessment of indoor & outdoor environment 		
To create an inclusive learning environment for all.	<ul style="list-style-type: none"> • Continues to post activities on the website and school face book page. • Create a virtual tour of the learning environment for parents to see on the website. • Home school learning page to continue 	Parents support children with reading and story activities.	
Ensure information provided to parents is accessible.	<ul style="list-style-type: none"> • Teachers to parent app used to disseminate short texts. 	Parents engage with the school positively.	

Priority: Gender

Objective	Actions	Outcome	Review
To identify pupil achievement by gender.	<ul style="list-style-type: none"> • Termly assessment data collection and analysis. • Identify gaps in learning any gender specific concerns. 	Review progress termly will identify specific areas of the curriculum for potential concerns. Early identification will allow for intervention	
To promote equality of opportunity of both sexes.	<ul style="list-style-type: none"> • Environment audit • Review resources and how they are used. 	Equal opportunity given for all children to access resources. Resources reflect the current interests of the child.	
To promote positive attitudes to gender identity.	<ul style="list-style-type: none"> • Environment and resources audit. • Analysis of children's levels of involvement and well-being when playing in the nursery. • Provide none gender specific resources / books / information / posters. 	Children will have a positive view of gender. They own gender and the opposite sex. Children will be able to talk positively about each other, what they like to do and why.	
To create an environment that is welcoming to all visitors. To encourage parents of both sexes to participate in their children's education.	<ul style="list-style-type: none"> • During Covid 19 restrictions • Virtual tour of the nursery to be posted on the website. • Post pictures of the children involved in activities. • Parenta App for parents to have access to their child's learning journal. • All parent teacher interviews via teams or telephone calls. 	Parents to feel confident about what the children are doing in nursery. Parents to feel valued and contribute to their child's education. Greater participation by fathers / both parents.	

To ensure equality of opportunity when recruiting parent and community governors.	<ul style="list-style-type: none"> • Follow correct procedures to recruit parents to the governing board. • Review admissions form to check it includes second parent email address. 	Greater parental involvement in all aspects of the school community.	
Priority: Race			
Objective	Actions	Intended Outcomes	Review
All staff to have a greater understanding of parental ethnicity.	<ul style="list-style-type: none"> • Review admissions form. • Check with Data protection officer on information the school can collect relating to a parent ethnicity. 	Staff to have a better understanding of family background. Develop positive relationships with parents.	
To monitor achievement of pupils by ethnicity / race to identify gaps in learning	<ul style="list-style-type: none"> • Termly progress data to be analysed to identify any areas of concern. • Targeted intervention through continuous planning. • SEND needs identified and first concerns information shared with parents. 	To raise the attainment of all pupils.	
To portray ethnic groups positively raising awareness of racial diversity.	<ul style="list-style-type: none"> • Environment Audit to ensure resources, books, displays include all ethnic groups. • Use of dual language books • Record stories from different cultures and link to home learning page. • Plan for all festivals and celebrations to be included on the school yearly calendar and select those that are appropriate to the children within the cohort. 	All parents will acknowledge and respect the racial diversity of the nursery learning community in a positive way.	

To encourage all parents to participate in their children's education.	<ul style="list-style-type: none"> To raise awareness with staff the cultural barriers to learning. On –line training for all staff English as an additional language to give staff a basic knowledge of how to support children and parents. 	<p>All staff will have an understanding and be reflective of to the cultural and language barriers to learning.</p> <p>Staff to support each other in identifying cultural concerns.</p>	
To develop a resource of information for parents that is available in other formats if required.	<ul style="list-style-type: none"> Seek help from Ethnic Minority Achievement Service to sign post parents to the correct agencies. 	Parents will seek help of the school when support is required.	

Priority: age, religion and belief sexuality

Objective	Actions	Intended Outcomes	Review
To ensure the correct information is collected on age, religion and belief and where appropriate sexuality with regards to pupils and staff.	<ul style="list-style-type: none"> Review admissions form and check with data protection officer before any changes are made. 	<p>To inform staff</p> <p>To inform curriculum planning</p>	
To promote positive attitudes to age, religion and belief.	<ul style="list-style-type: none"> Planning acknowledges and reflects the beliefs of the children. Festivals and traditions from different cultures are respected and celebrated within the EY curriculum. Parents are asked to share information in relationship to their home traditions. Review positive behaviour policy. Review teaching and learning policy 	<p>To promote equality of opportunity in all aspects of the school life.</p> <p>Parents feel confident their beliefs are respected and valued.</p> <p>Children develop confidence to talk about their home and family.</p> <p>Higher scores across the nursery in Understanding the World / people and communities.</p>	

<p>To ensure the resources portray people in a positive and non stereotypical manner no matter of their age, religion, belief or sexuality.</p>	<ul style="list-style-type: none"> • Environment and resources audit. 	<p>Review of resources to ensure they are developmentally appropriate and are used to enhance a child's interest. Scheme of work that reflects the interest of the cohort. On-going. School is supportive of all carers and actively encourage parents, grandparents, carers into the school.</p>	
<p>To promote equality of opportunity when recruiting to the governing body.</p>	<ul style="list-style-type: none"> • When recruiting to the GB advertise for parents / carers / grandparents. 		