

Equality policy, information and objectives

Cippenham Nursery School



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Updated on School Website:	16 th October 2025	
Signed: (Acting Chair of Governors)  (Headteacher)  The school will publish Equality information (annually) and objectives (every 4 years) which is statutory requirement to comply with our public sector equality duty.		

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1. Aims

The policy outlines the commitment of the staff and Governors of Cippenham Nursery School to ensure that equality of opportunity is available to all members of the school community. This means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in the school, celebrating and valuing the achievements and strengths of all members of the school. These include: -

- Pupils
- Teaching staff
- Support staff
- Parents/carers
- Community governors
- Multi-agency staff linked to the school
- Visitors to the School
- Students on placement & Volunteers

At Cippenham Nursery School we welcome our duties under the Equality Act 2010. Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age.
 - Gender.
 - Race.
 - Disability.
 - Religion or belief.
 - Sexual orientation.
 - Gender reassignment.
 - Pregnancy or maternity.
 - Marriage and civil partnership.

Cippenham Nursery School aims to promote pupils' spiritual, moral, social, and cultural development, with special emphasis on promoting equality, diversity and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity. We believe that equality at our School should permeate all aspects of life and is the responsibility of every member of the school and wider community. Every member of our community should feel safe, secure, valued and of equal worth

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](#).

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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The Deputy headteacher and Teachers will:

- 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.

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 receive Equality and Diversity awareness training through Smartlog.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year on the electronic training platform Smartlog.

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 that 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
- 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 activities)

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

- Regularly review the impact of our policies on the needs, entitlements and outcomes for children, staff and parents from the equality strands referred to in this policy. We pay specific reference to the impact that our policies have on the attainment of children from different groups
- Assess children's learning on entry, spring-term and end of year. This enables us to monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust adult support, planning and improve provision and resources
- Report to the Governing Body regular updates on children's performance information

School performance information is compared to previous years to ensure that children are making appropriate progress when compared to previous cohorts as there is no national benchmark to measure progress for nursery age children.

As well as monitoring children's performance, we also regularly monitor a range of other information. This relates to:

- SEND, EAL, EYPP
- Attendance
- We use the Leuven Scales of Well-being and Involvement to rate the children's levels of WB & I on entry and again each mid-term. If levels are low parents are consulted and interventions are put in place.

Our monitoring activities enable us to identify any differences in children's performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets.

6. Fostering good relations

Promoting Equality through the Curriculum

6.1 Teaching and Learning

We aim to provide all our children with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Enable all children to follow their own interests through 'Planning in the moment'
- Ensure equality of access for all children and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Make pupil aware of behaviour expectations and consequences of actions or language used

- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Seek to involve all parents and carers in supporting their child's education
- Provide educational visits and extra-curricular activities that involve all children
- Take account of the performance of all children when planning for future Learning and setting challenging targets
- Make best use of all available resources, including Pupil Premium funds to support the learning of all groups of children
- Identify resources that support staff development.
- Work with our local community, including leaders of local faiths and community groups to speak about festivals, culture and traditions

6.2 Cippenham Learning Environment:

There is a consistently high expectation of all children regardless of age, gender, ethnicity, ability or social background. All children are encouraged to build on their own achievements and become independent learners. Parents and carers are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all children;
- Adults in the Nursery will try to provide good, positive role models in their approach to all issues relating to equality of opportunity
- The Nursery places a high priority on the provision for special educational needs and disability. Where appropriate, individualized support is given and an individual education plan drafted to provide the best possible support. This Nursery creates an enabling environment in which all children have equal access to all facilities and resources
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all children.

6.3 Curriculum:

At Cippenham Nursery, we aim to ensure that our:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- We use the SEAL program (Social & Emotional Aspects of Learning) with the children. This promotes personal identity. The children learn about their similarities and differences and how we are all special in our uniqueness.

Steps are taken to ensure that all children have access to the curriculum. The cultural and lifestyle backgrounds, linguistic needs and learning styles of all pupils are considered

6.4 Ethos and Atmosphere:

- At Cippenham Nursery, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be an 'openness' of atmosphere which welcomes everyone to the Nursery
- The children are encouraged to greet visitors to the Nursery with friendliness and respect
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored
- The building accords easy vehicular access to people with disability.

- Provision is made to cater for the spiritual needs of all the children through planning of group-times, visits and visitors to the nursery.

6.5 Resources and Materials

The provision of good quality resources and materials within Cippenham Nursery School is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally diverse society;
- Reflect a variety of viewpoints;
- Show positive images of males and females in society including people with disabilities;
- Reflect non-stereotypical images of all groups in a global context;
- Include materials to raise awareness of equal opportunity issues
- Be equally accessible to all members of school community consistent with health and safety
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

6.6 Language

We recognise that it is important at Cippenham Nursery School that all members of our community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self-esteem

6.7 Extra-Curricular Provision:

It is the policy of this school to provide equal access to all activities.

We undertake responsibility for making contributors to extra-curricular activities aware of the Nursery's commitment to equality of opportunity.

We try to ensure that all such non-staff members who have contact with children adhere to these guidelines and are DBS checked.

6.8 Provision for Bilingual Pupils and Their Families:

We recognise the need for support to children & families with English as additional language (EAL). The staff agree the children's EAL stage and support is delivered during session by an EAL teaching assistant. We aim to ensure that all children have equal access to all the areas of the EYFS curriculum. We try to develop in our children an awareness of the range and variety of abilities that people possess, and to foster a positive attitude towards those of other cultures and nationalities.

Our bi-lingual staff support children for whom English is an additional language. By joining the children at their activities during free-flow, children experience successful and sustained interaction.

Whenever possible children are assessed in their home language and by RAG rating their use of English, we are able to target support. Teachers work in co-operation with parents to support their child's learning. Key-workers can allocate "Language Bags", dual language books and key stories to families to borrow, as appropriate, to continue the learning at home.

We continually review our practice and monitor children's achievements, aiming to close any gaps between monolingual peers and those with English as an additional language.

The Nursery embraces linguistic diversity and places high value on the home language which is encouraged and nurtured.

Some bi-lingual members of staff are able to translate into some key languages. Our new website, has a translation facility.

6.9 Personal Development and Pastoral Guidance

- All staff take account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as, refugee and asylum seekers
- All children/staff/parents/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges

6.10 Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff. We undertake the responsibility to encourage the career development and aspirations of all individuals. It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils.

6.11 Staff Recruitment and Professional Development

- All posts are open to the widest pool of applicants;
- All those involved in recruitment and selection are aware of what they should do to avoid discrimination and ensure equality practice through the recruitment and selection process
- Access to opportunities for professional development is monitored on equality grounds
- Equality policy and practices are covered in all staff inductions
- All supply staff are made aware of equalities policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact
- All staff and appropriate governors have attended Attachment training, Emotional coaching and Five to Thrive training during INSET in April 2023
- In June 2019 we submitted our Attachment Audit to the Virtual School.

6.12 Harassment and Bullying

It is the duty of the school to challenge all types of discriminatory behaviour e.g.:

- Unwanted attentions (verbal or physical)
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender)

The school has a clear, agreed procedure for dealing with incidents such as these. There is a section within the SEAL programme (Social & Emotional Aspects of Learning), which should be used if there is a bullying incident involving the children. We have not had to use it.

6.13 Partnerships with Parents/Carers and the Wider Community

We aim to work in partnership with parents and carers to help all pupils to achieve their potential.

We wish to affirm our continuing commitment to reach out to all diverse groups within our immediate community and beyond. We would do this by:

- All parents/carers being encouraged to participate at all levels in the full life of the school. We welcome volunteers in the classroom, to go on trips, talk to groups about celebrations, jobs or special skills/interests.
- Welcoming members of the community to volunteer within the school. We would hope to welcome more senior citizens to chat, read and garden with the children.
- 'Dads in school days. Especially as reading role-models.
- Examples of community involvement. Harvest Festival- food bank donations, clothes bank

7. Equality considerations in decision-making

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

The headteacher, SLT and office manager 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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

As a school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years – we've chosen October 2027 to be our deadline for review them

Objective 1

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: To ensure those involved in the recruitment and selection process are fully aware of our legal requirements

To achieve this objective, we plan to: Add equality and discrimination training for the governors

Progress we are making towards this objective: Equality and discrimination training has been scheduled to be added on the school electronic training provider platform Smart log for appropriate governors

Objective 2

Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January of next year, to help address the under-representation of people with disabilities in the school workforce.

Why we have chosen this objective: This will reflect our commitment to equality to the wider public and inform applicants that we welcome applications from people with disabilities in the school workforce.

To achieve this objective, we plan to: Add the logo to all future vacancy posts and application forms

Progress we are making towards this objective: Discussion with office manager regarding adding the Two Ticks symbol to future applications and forms.

Objective 3

To enhance the curriculum and advance equality by ensuring our curriculum reflects the cohort that currently attends

Why we have chosen this objective: To increase cultural awareness and tolerance of other faiths and religions and promote understanding of cultural practices amongst the staff, children and families at nursery

To achieve this objective, we plan to: Work in partnership with families and the community to engage in festivities, stories and food and explore cultures beyond the currently celebrated and reflected in the curriculum

Progress we are making towards this objective: We are exploring unrepresented cultures and faiths of children who attend nursery and will incorporate them into the children's learning

9. Monitoring arrangements

The headteacher will update the equality information we published at least every year and school-specific equality objectives will be reviewed at least every 4 years.

This document will be reviewed by the full governing body annually for the policy and information and at least every 4 years for the objectives to ensure continued compliance with the PSED

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Behaviour regulation policy
- SEN policy
- Safeguarding and child protection policy
- Grievance policy