



SINGLE EQUALITY POLICY DOCUMENT

Review date: Spring 2025

Rawmarsh and Arnold Nursery School and Children's Centre

SINGLE EQUALITY POLICY

EQUALITY AND DIVERSITY STATEMENT

At Rawmarsh and Arnold Nursery school and Children's Centre, we welcome our duties under the Equality Act 2010. The Centre's general duties, with regards to equality are to:

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

We will not discriminate against, harass or victimise any child or other member of the Centre community because of their:

- Gender
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity.

Rawmarsh and Arnold Nursery school and Children's Centre aims to promote children's spiritual, moral, social, and cultural development, with special emphasis on promoting equality, diversity and eradicating prejudicial incidents for children and staff. Our schools is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to eradicate discrimination

Rawmarsh Nursery school and Children's Centre believes that a greater level of success from children and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the Centre. This environment will be achieved by:

- Being respectful
- Always treating all members of the Centre community fairly
- Developing an understanding of diversity and the benefits it can have
- Adopting an inclusive attitude
- Adopting an inclusive curriculum that is accessible to all
- Encouraging compassion and open-mindedness.

We are committed to having a balanced and fair curriculum. We believe that our children should be exposed to ideas and concepts that may challenge their understanding to help ensure that they learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination, and instead promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from classes which pose conflicts to their own beliefs.

Equality of opportunity and non-discrimination extends to the treatment of all members of the Centre and school community. All staff members are obliged to act in accordance with the settings various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Prejudice is not tolerated within the Federation and we are continuously working towards a more accepting and respectful environment for our Centre's community.

Our Equal opportunities federation objectives, 2023 – 2027, are as follows:

In all of our practice we adhere to the Public Sector Equality Duty (PSED) through which we are required to set equality objectives to eliminate discrimination, advance equality of opportunity and foster good relationships between different stakeholders.

- 1. To monitor and analyse children's progress regularly through robust systems and act upon any trends or patterns that require additional support for children. (Advance Equality of Opportunity between people)**

Success Criteria:

- Identification of and broad support for vulnerable families with collaboration from school and children's centre
 - Termly assessment against the curriculum education assessment document to ensure children at risk are identified
 - Alongside robust termly pupil progress meetings those at risk identified and appropriate intervention planned
 - Regular learning walks by SLT and subject leaders to identify children and support team members to ensure progress, learning and development
- 2. To deliver a curriculum which meets the needs of all children and responds to the ever changing community which the school serves (Eliminate unlawful discrimination, harassment and victimisation)**

Success Criteria:

- Collaboration with the Outreach team ensures that we are aware of community needs and issues within the SOA
- Core experiences and celebrations planned in a timely manner to support the curriculum delivery
- Texts planned for within the curriculum to represent all children within the setting

3. To develop pupil understanding of tolerance and respect for others (foster good relationships between people)

Success Criteria:

- The curriculum has well planned opportunities for children to experience celebrations and festivals which may differ from their own
- Children display respect for themselves and others and are kind and considerate

Dealing with prejudice

The Federation does not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our Centre with the utmost severity. When an incident is reported, through a thorough reporting procedure, our Centre is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm

At Rawmarsh and Arnold Nursery School and Children's Centre, our pupils are taught to be:

- Understanding of others
- Celebratory of cultural diversity
- Eager to reach their full potential
- Inclusive
- Aware of what constitutes discriminatory behaviour.

The Federation's employees will not:

- Discriminate against any member of the Centre
- Treat other members of the Centre unfairly.

The Federation's employees will:

- Promote diversity equality
- Encourage and adopt an inclusive attitude
- Lead by example.

Equality and Dignity in the workplace

Rawmarsh and Arnold Nursery School and Children's Centre does not discriminate against staff with regards to their:

- Age
- Disability
- Gender reassignment

- Marital or civil partner status
- Pregnancy or maternity
- Race, colour, nationality, ethnic or national origin
- Religion or belief
- Sex or sexual orientation

Responsibility

We believe that promoting Equality is the whole centre's responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head	As above including: Promoting key messages to staff, parents and children about equality and what is expected of them and can be expected from the centre in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Head as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for children Uphold the commitment made to children and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non Teaching Staff	Support the setting and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the Head of Centre on how children and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the centre to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Children	Supporting the setting to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how children and parents/carers, staff and the wider school community can be expected to be treated.
Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole Federation community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the centre website.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other centre policies are dealt with, as determined by the Head of Centre and governing body.

Monitor and Review

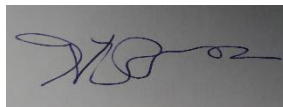
Every three years, we will review our objectives in relation to any changes in our centre profile. Further information for parents and carers and school governors on the Equality Act 2010 can be found on the home office website at <http://homeoffice.gov.uk/equalities/equality-act> and on Rotherham Local Authority's Website: www.rotherham.gov.uk

Signed:



Dated: September 2023

Approved by Governors:



Date to be reviewed: Spring 2025

Equality Objective	Why?	How?	Outcome
To use a wide range of communication strategies to support children's learning and development.	To ensure that all children are able to express themselves and communicate with those around them.	All staff are confident and able to use a range of communication strategies (including PEC'S, Makaton signing and visual timetables) to support the children's learning and development.	All children are confidently able to communicate, in their preferred form, to express their interests, wishes and feelings and engage with others.
Improve and maintain access to the physical nursery environment, both indoors and outdoors.	To ensure that all of our children are able to access both the indoor and outdoor nursery environment and take part in the activities to support their holistic development.	Ensure that all areas of the provision are easily accessible to all children. That there are unobstructed pathways between the different areas of provision.	All children are able to access the physical nursery environment to its full potential in a meaningful way, regardless of any physical needs they may have.
To continue to develop access to the Rawmarsh Nursery School curriculum.	All children are able to access the provision/activities available in order to develop their learning and existing skills. This will allow the children to develop a love of learning in their early years.	Staff are able to confidently differentiate activities; enabling all children to take part. All children are encouraged to access the available resources/activities.	All children have full access to the curriculum and leave our nursery as happy and confident learners.

Equalities Information: Rawmarsh Nursery School

Number of children on roll	143
Girls	65
Boys	78

The following information is available:

Ethnicity Codes							
White-British	119	White and Black Caribbean	2	Pakistani		Any other Black background	
White – Irish		White and Black African	3	Bangladeshi		Chinese	1
Traveller of Irish Heritage		White and Asian	1	Any Other Asian Background	1	Any other ethnic group	
Any other white background	7	Any other mixed background	5	Black Caribbean		Refused	
Gypsy / Roma	1	Indian		Black African	3	Information not yet obtained	

Disability Categories					
Not Collected		Problems with Eating and Drinking		Problems with Vision	
No disability		Needs Medication		Problems with ASD / Aspergers	1
Problems with Mobility	2	Problems with Incontinence		Other Disability / Health Problem	1
Problems with Hand Function		Problems with Communication	28		
Problems with Personal Care		Problems with Hearing			

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Specified Special Educational Need	77.6%	111
SEN Informal	22.4%	32
SEN Formal	0%	0
EHCP	0%	0

No Information was available on the following protected characteristics:

Gender Reassignment

Sexual Identity

Religion and Belief