



Batford Nursery School & Day Care

BATFORD NURSERY SCHOOL Equality Statement and Objectives

Version	1.0
Based on Model Policy	Not applicable
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Review frequency:	Four years
Target audience:	All stakeholders

Version	Date	Notes
V1.0	June 2023	New Statement and Objectives

Batford Nursery School and Day Care is committed to:

- Safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- Eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.
- Promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: any school member or visitor expressing opinions contrary to fundamental British Values, including 'extremist' views, will be actively challenged.

BUILDING STRONG FOUNDATIONS FOR OUR CHILDREN

Batford Nursery School and Day Care, Holcroft Road, Harpenden AL5 5BQ

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Equality Practice at Batford Nursery School

1. Legal Obligation

All schools are bound by the Public Sector Equality Duty (PSED): the Equality Act 2010 makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

Schools are required to tackle disadvantage and discrimination as outlined in the Equality Act 2010.

2. The Public Sector Equality Duty

The Public Sector Equality Duty (PSED), or general duty, requires our school to:

- **Eliminate unlawful discrimination**, harassment and victimisation and any other prejudicial conduct that is prohibited by or under the Equality Act 2010;
- **Advance equality of opportunity** between people who share a relevant protected characteristic and people who do not share it;
- **Foster good relations** between people who share a relevant protected characteristic and those who do not share it.

This means that the school must seek to:

- Remove or minimise disadvantages suffered by people who share a protected characteristic that are linked to that characteristic;
- Take steps to meet the needs of people who share a protected characteristic that are different from the needs of people who do not;
- Encourage people who share relevant protected characteristic to participate in public life or in any other activity in which participation by such groups is disproportionately low;
- Tackle prejudice, and
- Promote understanding.

3. Protected Characteristics

The **protected characteristics** referred to in the duty are:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief

- sex
- sexual orientation
- marriage and civil partnership.

4. Principles

In fulfilling the legal obligations in Section 3 (of the Equality Act 2010), we are guided by the following principles:

Principle 1: All learners are of equal value

Principle 2: We recognise and respect difference

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

Principle 4: We observe good equalities practice in staff recruitment, retention and development

Principle 5: We aim to reduce and remove inequalities and barriers that may already exist

Principle 6: We consult and involve

Principle 7: We strive to ensure that society as a whole will benefit

Principle 8: We base our practices on sound evidence

Principle 9: We will formulate and publish specific and measurable objectives

5. Elimination of Unlawful Discrimination

Staff and governors are made aware of the school's responsibilities under the Act, and share the commitment to eliminate unlawful discrimination, remaining alert to any discrimination or perception of discrimination that may occur.

Batford Nursery School ensures its policies avoid discrimination against individual groups of children, staff and all stakeholders.

6. Advancement of Equality of Opportunity

Batford Nursery School is committed to removing or minimising disadvantages that may be experienced by people who have a particular characteristic, and will support pupils, staff and the school community to overcome any barriers that might otherwise be attributable to the protected characteristic:

6.1. Pupils

The school does not discriminate in the way we provide education for pupils, nor in the way access is provided to pupils for any benefit or service.

Where gaps are identified between different groups, interventions will be implemented to narrow those gaps.

6.2. Staff

We will challenge behaviours of colleagues, parents and other stakeholders that are not in line with the Public Sector Equality Duty.

Job advertisements clearly welcome applications from sectors of the community.

We follow HfL Education's model policies and guidance for dealing with flexible working requests, career breaks and family provisions such as maternity, paternity and adoption leave.

7. Fostering Good Relations

Staff create an environment where unkindness, bullying or child-on-child abuse are not tolerated. Where issues arise, staff will deal with the incident quickly and effectively, in age and ability-appropriate ways.

Staff will (and model this to children):

- Value the views of others;
- consistently and actively promote tolerance of other faiths, cultures and races;
- challenge negative attitudes and stereotypes;
- highlight similarities between selves and others, whilst respecting difference.

8. Monitoring and Specific Duties

Governors and visitors to the nursery should be able to see policies in practice.

To help us meet the general duty and in line with DfE guidance, we will:

- Prepare and publish in an accessible way, at least every four years, one or more specific and measurable objectives which we think will help us meet the aims of the general Equality Duty (see Objectives below);
- Publish in an accessible way, at least annually, information that demonstrates compliance with the general Equality Duty, with RAG rated progress against our Equality Objectives each year (see Equalities Information Report);
- Equality, Diversity and Inclusion will be standing items at governing body meetings at least once each term.

9. Equality Duty Statement

Batford Nursery School's equality vision and the values underpin school life.

At Batford Nursery School we are committed to ensuring equality of provision, education and opportunity for all children, families, staff, parents and carers receiving services from our services, irrespective of ethnicity, gender, disability, sexual orientation, age or beliefs as defined within existing equalities legislation.

We aim to develop a culture of inclusion and diversity in which all those connected to Batford Nursery School feel proud of their identity and able to participate fully in Nursery and Pre-School life. We believe that diversity is a strength, which should be respected and celebrated by all those who work, learn, teach and visit here.

The achievement of children will be monitored by race, gender and disability and we will use this data to support children, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

10. Objectives 2023-2027

The objectives which we have identified take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and will report annually on progress towards achieving them.

Equality Objectives	Protected Characteristics	R	A	G	General Duty	Responsibility	Measurable success indicator	Timing
1. Monitor and analyse children's achievements in the Nursery by gender, race, disability and act on any trends or patterns in the data that require additional support for pupils	Gender Race Disability Age			x	Eliminate discrimination Advance equality of opportunity	Head SLT Governors	Vulnerable groups leave nursery at expected or greater depth attainment, measured against the Batford Nursery School Aspirations.	Termly
2. Ensure disadvantaged children are supported to reduce disadvantage and diminish the difference	Gender Race Disability Age			x	Equality of Opportunity and Participation	Head SLT Governors	Disadvantaged children leave nursery at expected or greater depth attainment, measured against the Batford Nursery School Aspirations. Gap between the vulnerable children and the rest is closing rapidly.	
3. Work with parents to support children with transitions (including all vulnerable groups)	Disability			x	Eliminate discrimination Foster good relations	Head SLT Key Persons	Information is shared by parents and any previous settings, to ensure staff are able to support children appropriately	Termly

Equality Objectives	Protected Characteristics	R	A	G	General Duty	Responsibility	Measurable success indicator	Timing
4. Ensure that resources, displays and the environment reflect diversity	Gender Sexual Orientation Race Disability Age		x		Eliminate discrimination Advance equality of opportunity	Head SLT Governors	Termly learning walks to monitor the environment Feedback details the range of diverse displays and information	Termly
5. Celebrate cultural events throughout the year to increase children's and families awareness and understanding of different communities	Race Religion		x		Eliminate discrimination Foster good relations	Head SLT Key Persons	Planning reflects a range of cultural activities and celebrations	Termly
6. Early identification and targeted support for children with SEND,	Disability			x	Equality of opportunity and participation eliminate discrimination.	Head SLT Governors	Needs identified. Appropriate agencies involved. Children make progress linked to their specific targets.	Termly
7. Provide information in a range of formats to support inclusion	Gender Race Disability Age			x	Eliminate discrimination Foster good relationships	Admin SLT Governors	Parents with varying needs able to access information and participate fully in school activities.	Termly
8. Increase male involvement in the school	Gender		x		Eliminate discrimination Advance equality of opportunity	SLT Governors	Male staff, parents and governors in the nursery on a regular basis	Termly

