



## EQUALITIES POLICY

24-25

### Aims:

The policy outlines the commitment of the staff, children and Governors/Management of Basnett Street Nursery School and The Chatterbox Club to ensure that equality of opportunity is available to all members of the community. For our setting 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 children in the setting, whilst celebrating and valuing the equal opportunity achievements and strengths of all members of the setting's community.

These include:

- Children
- Staff
- Parents/carers
- The Governing Body/Chatterbox Voluntary Management Committee
- Multi-agency staff linked to the setting
- Visitors to the setting
- Volunteers and Students on placement

Our school aims to meet its obligations under the public sector equality duty 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 it

Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Having due regard for advancing equality involves:

Removing or minimising disadvantages suffered by people due to their protected characteristics.

Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.

Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

*“The school has high expectations for every child..... Children learn about diversity among people and families.”*

## The Main Characteristics of Basnett Street Nursery School

Basnett Street Nursery school is a 106 part-time place maintained nursery school, which has extended services on site, run by a voluntary management committee. The extended service, called The Chatterbox Club, offers 64 part time places with the flexibility to provide full day care - 8.45 am – 3.40pm.

- 73% of our children are living in the highest 5-25% of multiple deprivation wards, with 42% of these living in the highest 5%.
- 81% of our children have English as an additional language.
- This data and our knowledge of the effects of deprivation gives significant weight to the importance of us in providing the most ambitious opportunities for the children and families that attend our school. Our curriculum intention has been created and designed to enable children to make accelerated progress, from their low starting points. The pedagogical approaches we use to deliver our curriculum are what we believe are key to our success in children making accelerated progress, these being our Attachment Aware Approach, us of Sustained Shared Thinking and our Forest School Principled Approach. These approaches ensure children importantly feel safe and secure and their needs are met, ready to learn, that they are exposed to a highly language rich environment and that they have the opportunities to experience and learn from the natural world around, supporting the linking of learning for our children.
- In the Nursery School, 25% of our children across 22-23 had SEND, with 7% gaining an EHCP on exit. This is a high level of SEND, with a high level of complex needs. The introduction of the newly created Retreat, aims to provide effective adaptive practice to meet the needs of all our children.
- In The Chatterbox Club 14% of our children across 22-23 had SEND, with 2% gaining an EHCP. The smaller nurturing environment effectively supports SEND needs with The Snug, providing effective adaptive practice for the more complex needs.

### SCHOOL CONTEXT

- Numbers on roll:
  - Summer 21 – 105
  - Summer 22 – 106
  - Summer 23 – 105
  - Summer 24 - 105
- 9 keyworker classes/groups
- Multiple Deprivation Index – 73% of our children are living in the highest 5%, with 91% overall living in the highest 2-25% of multiple deprivation wards.
- Income Deprivation Affecting Children Index – 100% of our children are living in super output areas with the IDACI score above 0.2 and therefore, will all be entitled to deprivation funding.

Ethnicity	Total %
Asian and any other ethnic group	52

Bangladeshi	8
White & any other Asian Background	1
White English	21
White Eastern European	3
White and Pakistani	2
<b>Autumn Term 24 Term Total on roll</b>	<b>88</b>

- 20% Early Years Pupil Premium funding.
  - 15% SEND (38% EHCNA/EHCP).
  - 70% EAL
  - Attendance currently sits at 84%.
  - 4% Mobility comment across 23-24 (4 children removed from roll due to long-stay holidays).
- The school works in partnerships with the private nursery on site called The Chatterbox Club. This is run by a voluntary management committee, with the Headteacher and Lead Teacher being a trustee. In 2018, the school's partnership became greatly important in delivering the 30-hour provision. We now have all 3 year olds accessing the 30-hour provision, based within the nursery school, with 8 children being registered under the Chatterbox Club at any one time. This has had a positive impact on the quality of education for these children attending our setting.

The home languages of our children and families this year are:

- Bengali
- English
- Punjabi
- Pushto
- Romanian
- Urdu
- Spanish
- Polish

The Nursery School and The Chatterbox Club have 19 staff: the ethnic make-up of these staff being 11 White British and 8 with Asian backgrounds. The languages spoken are English, Punjabi, Bengali, Urdu and Pushto.

The Governing Body consists of 8 members, 7 being White British and 1 Asian background. The languages spoken are English and Urdu. We currently do not have any staff or Governors with a disability.

Basnett Street Nursery School and The Chatterbox Club mission statement:

**"An exciting place to learn and thrive;**

**a place where all children are valued;**

**a place that nurtures and cements the early foundations for lifelong learning."**

### **Legislation and Guidance**

This document refers to 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

Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools and the Equality and Human Rights Commission: Technical Guidance for Schools:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

### **Roles and Responsibilities**

Under this section identify who will be responsible for undertaking action in relation to the Policy. A senior member of staff needs to have special responsibility for equalities matters. In addition, a member of the governing body has a watching brief for equalities matters.

**Lindsay Ingham – Headteacher is responsible for equalities matter.**

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, and that they are reviewed and updated at least once every four years

Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher - **The equality link governor is Debra Dawson**

They will:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.
- All staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality.

### **Eliminating Discrimination**

At Basnett Street Nursery School and The Chatterbox Club, we recognise that all members of the school and our wider community are of equal value. 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 are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed, during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every 4 years.

The Headteacher is responsible for monitoring equality issues, aided by our equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

### **Advancing Equality of Opportunity**

Removing or minimising disadvantages suffered by people which 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 (e.g. enabling Muslim pupils to pray at prescribed times)

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 societies)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

### **Fostering Good Relations**

As a school, we believe that we should treat each other with care, respect and kindness, and that strong positive relationships make a great school. We aim to foster good relations between those who share a protected characteristic and those who do not share it by:

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

Working with our local community. This includes inviting leaders of local faith groups to speak at nursery, and organising school trips and activities based around the local community.

Encouraging and implementing initiatives to deal with tensions between different groups of pupils and their families if anything is identified.

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

### **Publicising the Policy and Plan**

This policy and plan will be made available in the following areas:

- Website

- Policy file
- Staff induction file
- Referenced on the newsletter for parents
- Staff meetings

### Equality Objectives for 2023-2024

Objective	Action	Lead/ Timescale	Cost	Success Criteria
To further develop the quality and delivery of adaptive practice.	Review of planning systems to ensure full support of the curriculum implementation.	Emma Barker/ Kirsty Autumn 24	£1305	Children make effective progress across the school's curriculum.
SENCO to complete and gain the NPQSENCO qualification	Complete NPQSENCO	Emma Barker Summer 24		SENCO fully compliant with qualifications. More confident in role.
To look into the possibility of the school paying into private SEND specialist support, to support our adaptive provision to meet our most complex SEND needs.	Contact Adyss	Lindsay Ingham Autumn 24	£2610	Specialist led provision in place.

### Monitoring Arrangements

We will review and update the equality information we publish at least each year to demonstrate how we are meeting the aims of the general public sector equality duty.

### Considering Equalities in Decision Making

Our school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis. We keep a written record to show we have considered equality issues and

asked relevant questions about the impact of our decisions on different groups in the school community.