#

# EQUAL OPPORTUNITIES POLICY AND PLAN

**(Incorporating Accessibility Plan)**

**November 2019**

## Introduction

A key statutory requirement of the revised EYFS (April 2017) is that providers must promote equality of opportunity for all children in their care. This policy is about how Featherstone Nursery School will meet the individual needs and interests of all children. It adheres to the Equality Act 2010, where it is unlawful for a school to discriminate against a pupil or prospective pupil by treating any of them less favourably because of their;-

* sex
* race
* disability
* religion or belief
* sexual orientation
* gender reassignment
* pregnancy or maternity

**Rights Respecting School**

This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC).

**Article 14** Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.

**Article 30** Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

**British Values**

Within this policy and in our daily practices, we also ‘Promote British Values’. These are;-

**Democracy**: Everyone has a voice and a say in what we do and how we do it

**Mutual Respect**: We admire and acknowledge everyone’s abilities, qualities and achievements

**Liberty**: We have the freedom to make our own choices

**Tolerance**: We accept that everyone has a right to their own views and opinions

**Rule of Law:** We have community rules and practices which keeps our learning community safe and a code of conduct for all adults working within our service.

## Aims and objectives

The aim of this policy is to ensure that all children, families, staff, students, governors and volunteers are treated equally, fairly and inclusively**.**

The objective of this policy is to ensure that all staff have positive attitudes towards diversity and difference so that every child is included and learns to value diversity in others.

**Equality and Inclusion**

We believe that every child is an individual and we are committed to providing equality of opportunity and anti-discriminatory practice for all children, families, staff and volunteers who come into our setting.

We are committed to working in partnership with parents/carers and other agencies to support all children including those with learning difficulties and disabilities.

We will challenge inappropriate behaviour, language or attitudes with regards to race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation, disability and age.

We are committed to:

* providing a secure environment in which all children can thrive and in which all contributions are valued;
* providing a range of resources depicting different ethnic groups and people with disabilities;
* improving staff knowledge and understanding of issues around equality and diversity;
* including and valuing the contribution of all families to our understanding of equality and diversity.

To help achieve our objectives of creating a welcoming environment free from discrimination and prejudice, we will:

* ensure that services are equally open and available to all parents/carers and children within the local community;
* ensure that issues of race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation and disability do not hinder a child from accessing services;
* treat all children and their parents/carers with equal concern, respect and value;
* have regard for promoting understanding, respect and awareness of diversity and equal opportunity issues through the planning and implementation of our curriculum/activities;
* ensure all children are able to celebrate and express their cultural and religious identity by providing a wide range of appropriate resources and activities;
* ensure that our recruitment policies and procedures are open, fair and non-discriminatory;
* endeavour to recruit a team of staff which reflects the diversity of the local community;
* encourage staff to be positive role models to children by displaying and promoting tolerant and respectful behaviour, language and attitudes and challenging any discriminatory behaviour;
* ensure all staff receive necessary training.

We are committed to taking positive and proactive steps to ensure that we provide a safe and caring environment, free from discrimination, for everyone in our community.

We recognise that children are all different and have different interests and ideas.

Many of our children come from different backgrounds with different cultural, religious and socio-economic factors affecting them. Our provision is aimed at supporting all of our children to freely explore each other's ideas and express their own without fear of ridicule or condemnation.

We will ensure that our equality and inclusion procedures counteract and eliminate both direct and indirect discrimination in decision making, employment practices and service provision and to ensure that our services strive to achieve equality of opportunity for all.

We recognise that achieving the objectives of this policy relies on the active involvement and support of parents/carers. We encourage parents/carers to comment on the effectiveness of this policy and its related procedures.

We will facilitate regular opportunities for consultation with parents/carers about the service that the setting provides, as a means of monitoring the effectiveness of this policy.

**Responsibilities**

The governors are responsible for:

* supporting the headteacher in implementing any actions necessary
* making sure the school complies with the relevant equality legislation
* making sure the school Equality Plan and its procedures are followed
* meeting the reporting requirements

The headteacher is responsible for:

* overseeing the effective implementation of this policy.
* making sure the school Equality Plan and its procedures are followed.
* making sure the race, disability and gender equality plans are readily available and that the governors, staff, children and their parents and carers know about them
* producing regular information for staff and governors about the plans and how they are working
* making sure all staff know their responsibilities and receive training and support in carrying these out
* taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability
* the overall for dealing with reports of hate-incidents

Both governors and headteacher are responsible for regular monitoring and review of this policy as legally required.

All staff are responsible for:

* dealing with racist, homophobic and other hate-incidents
* being able to recognise and tackle bias and stereotyping
* promoting equal opportunities and good race relations
* avoiding discrimination against anyone for reasons of ethnicity, disability or gender
* keeping up to date with the law on discrimination
* taking up training and learning opportunities

Visitors and contractors are responsible for knowing and following our Equality Policy and Plan.



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| **EQUAL OPPORTUNITIES POLICY AND PLAN** |

**This policy will be reviewed on a three yearly basis and whenever significant changes to the systems and arrangements take place.**

**Policy agreed by:-**

 **Signed: ……………………………………………………….. Date : ……………………………..**

**Next Review Date: ……………………….**

**Equality Plan**

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| **Equality Strand** | **Action** | **How will the impact of the action be monitored?** | **Who is responsible?** | **When** | **Success Criteria** |
| All | Ensure all staff, governors and parents are aware of the school’s Equality Policy and Plan. Publish and promote the Equality Policy and Plan through the school website, newsletter and staff meetings. | Staff meetingsQuestion parent awareness of our Equality Policy and Plan in our Annual Parent Questionnaire | HT | Ongoing regular staff meetingsAnnual Parent Questionnaire  | Staff are familiar with the principles of the Equality Policy and Plan and these are incorporated into our planning and class room displays. Parents and governors are aware of the Equality Policy and Plan |
| All | Monitor and analyse pupil achievement and progress by race as well as gender and disability and act on any trends or patterns in the data that require additional support for pupils. | Achievement data analysed by race, gender and disability reported to governors | HT | 3 times a year:Baseline data analysisMid-year analysisExit data analysis | Analysis of exit data demonstrates the gap is narrowing for equality groups |
| All | Audit nursery resources to ensure they promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, purchase additional resources where gaps are identified | SLT Learning walks | AB | Summer Term 2019 | More diversity reflected in school displays and resources used |
| All | Continue to celebrate cultural events throughout the year to increase pupil and family awareness and understanding of different communities e.g. Diwali, Eid, Black History month, Polish Easter customs, Chinese New Year. | Question about celebration days on annual questionnaire & discussions with parents during our ‘Play and Learn Days’ | JF | On-goingAnnual Parent Questionnaire  | Increased awareness of different communities shown in discussions with children |
| All  | Ensure staff, pupils, parents and carers continue to be involved in the future development of the Equality Plan through input and feedback from questionnaires, surveys, staff meetings and children’s comments. | Analysis of questionnaires, surveys and other feedback.  | HT & Governing Body  | From Nov 2019 | Equality Policy reflects the views of all key stakeholder groups  |
| Race Equality Duty | Ensure key documents for parents and carers are translated into community languages | Through parent questionnaire | JF | Annual Parent Questionnaire  | Parents and carers with English as an additional language more informed about school life |
| Race Equality Duty  | Identify, respond and report racist incidents to the Governing Body / Local Authority on a termly basis.  | HT & Governors will use the data to assess the impact of the school’s response to incidents  | HT & Governing body  | Reporting: October, April, July  | Teaching staff are aware of and respond to racist incidents  |
| Disability Equality Duty  | Ensure children with SEND can take part in all aspects of the curriculum, including educational visits  | Monitoring of planning documents and educational visits risk assessments | AB/AH  | From Nov 2019 | Improved outcomes for children, and those with SEND or identified as vulnerable  |

**Accessibility Plan**

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| **Accessibility Plan Code****1. Improving access to information for pupils, parents and staff.****2. Increased access to the curriculum.****3. Improving access to the physical environment.** |
| **Accessibility Plan Code** | **Action** | **Who is responsible?** | **When** | **Success Criteria** |
| 1 | All staff to gain an awareness of:-* The new Special Educational Needs and Disabilities Code of Practice (SEND COP) 2015
* The Children and Families Act 2014
* The process of an Education, Health and Care Plan (EHCP)
 | AH | Staff InsetWeekly staff meeting | Staff awareness, knowledge and confidence raised. |
| 1 | Parents with SEND children to gain an awareness of:-* The new SEND COP 2015
* The Children and Families Act 2014
* The process of an Education, Health and Care Plan (EHCP)
 | AH | Ongoing meetings | Parent’s awareness, knowledge and confidence raised.Increased parental confidence to become partners in the EHCP process |
| 1 | All parents to be fully informed of all news/events at nursery through:-* Monthly newsletters
* Website
* Parents information board
 | SLT | Ongoing | All parents regardless of needs will have full access to all information. |
| 1,2,3 | Staff to receive appropriate SEND/Medical Needs training dependent upon the needs of the current cohort of children. | SLT  | Autumn Term | All children to access all of Early Years Foundation Stage curriculum and nursery activities and routines |
| 1,2 | Use of adapted resources for children with communication difficulties e.g.* switch-it recorders – to answer register
* talking photo diaries – to inform parents of child’s day
* visual timetable of day
* sand timers to encourage waiting their turn
* objects / pictures / symbol cards used to make choices
* Use software:-Communicate in Print
 | Keyworker to lead all staff | On-going – dependent on needs of current children in setting | All children to access all of Early Years Foundation Stage curriculum and nursery activities and routines |
| 1,2,3 | Use of adapted resources and strategies with children with visual difficulties e.g. * Sitting at front of group at carpet time
* Use of larger print on classroom resources
* Use of coloured paper instead of white for printed resources, number lines etc.
 | Keyworker to lead all staff | On-going – dependent on needs of current children in setting | All children to access all of Early Years Foundation Stage curriculum and nursery activities and routines |
| 1,2,3 | Use of adapted resources for children with motor difficulties e.g.* squeezy scissors
* pencil grips
* non-slip activity mats
* wedged writing mats
* low/high chairs
* adjustable legs on tables to alter height
 | Keyworker to lead all staff | On-going – dependent on needs of current children in setting | All children to access all of Early Years Foundation Stage curriculum and nursery activities and routines |
| 1,2,3 | Sensory Room to be kept as a quiet space for small group and 1 to 1 sessions such as speech and language groups, physiotherapy exercises and EAL groups.  | SE | September and other times when timetables are producedWhen children are allocated to groups on admission | Children in these groups make good progress in all areas of the curriculum. |
| 2,3 | Increase ratio of staff to children in Forest School for groups with children with mobility difficulties to ensure their active participation and safety in sessions. | SE | Termly as new children start | All children accessing all Forest School activities and making good progress in UW |
| 2,3 | Use of pushchairs when necessary with children with mobility difficulties to enable them to take part in educational visits. | JF | On-going – dependent on needs of current children in setting | All children accessing all educational visits |
| 3 | To ensure all access/exit points to/from nursery are clear from obstruction. | BSS | Daily | All parents/children will have equal access to the building. |
| 3 | An annual building inspection to be completed | BSS | Yearly |  |
| 3 | All learning spaces (both inside and out) have clear, defined pathways with risk assessments/safety sweeps completed daily. Issues identified and shared with SMT.  | All staff | Everyday Weekly staff meetings (H&S section) | All children to access all of Early Years Foundation Stage curriculum and nursery activities and routines |
| 3 | Changing table to be checked by BSS once a term as part of Health and Safety checks and any faults or issues with it reported immediately to HT | TN | Termly  | Changing table kept in good working order for children who need to use it. |