



## Single Equalities Policy: Fairfield Nursery School



### 'Every Bud Deserves a Chance to Blossom'

The policy outlines the commitment of the staff, children and governors of Fairfield Nursery school to ensure that equality of opportunity is available to all members of the school community. For our school 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 school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Children
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Fairfield Nursery school, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. This may include:

- Disabled children and those who have special educational needs
- Boys
- Girls
- Children for whom English is an additional language
- Groups of children whose prior attainment may be different from that of other groups.
- Minority ethnic children
- Looked after children,
- Gipsy, Roma or traveller children
- Those children who are academically more able
- Children eligible for free school meals

- Lesbian, gay and bisexual children
- Young carers
- Transsexual children
- Children from low income backgrounds
- Other vulnerable groups

## **The School in Context**

- In September 2023, the school has 59 children on roll
- We have 37 children who speak English as an additional language (62.7%)
- Children speak Punjabi, Urdu, Kurdish, Bengali, Arabic, Polish, Russian, Albanian, Ewe and English
- We have 14 children on the SEND register
- Children do not start nursery with an EHCP. We have an increase in the number of children who transition to primary schools with an EHCP, this can be up to 8 children
- Many of our children are on the ASD pathway or have a diagnosis of Autistic Spectrum Disorders
- We currently have no Looked After Children
- The school has two levels, with accessibility upstairs via a platform lift
- The school path is accessible from the main road
- The school has a mixed demographic of children and families, including Pakistani Heritage, Eastern European and White British
- The ethnic heritage of our children comprises of –

- Pakistani – 42%
- White British – 32%
- Arab – 3.3%
- Indian – 3.3%
- Kurdish – 1.7%
- Other Black African – 3.3%
- Black Nigerian -1.7%
- White Eastern European – 1.7%
- White European – 3.3%
- White & any other Asian background – 1.7%

The profile and demographics of our school community is changing, with a greater number of families seeking Asylum and economic migrants.

- Fairfield Nursery School is in an area of high deprivation, 62.5% of families are from the E\* IMD, 28.75% reside in E - IMD (Lancashire LSIP June 2023)

### **Ethos and Atmosphere**

At Fairfield Nursery school, the leadership of the school community will demonstrate mutual respect between all members of the school community:

- There is an openness of atmosphere which welcomes everyone to the school
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions
- All children are encouraged to greet visitors to the school 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

Provision is made to cater for the spiritual, moral, social and cultural needs of all the children through the provision of positive experiences to develop the skills and attitudes to enable them to participate fully in the life of the school.

### **Policy Development**

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with staff, parents and governors and by listening to children's voices.

## Monitoring

Fairfield Nursery School is an inclusive school, working towards greater equality in the whole community. We use the school activities, the intent of our curriculum, the image of the child and teaching and learning to enhance the self-esteem of all those it serves and to provide an environment in which each individual is encouraged to fulfill their potential. Our curriculum seeks to provide equality of opportunity and anti-discriminatory practice, ensuring every child is supported and included – 'practitioners value and respect all children and families equally'. We make regular observations of children's learning and use this information to track their progress, as they move through nursery. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of children are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to assist groups of children where the information suggests that they need additional help and support. The governing body receives regular updates on children's performance information.

As well as monitoring children's progress information, we also collect a range of other information. This may relate to:

- Attendance
- Racism, disabilities, sexism, homophobia and all forms of bullying
- Consultation to access the needs of families in our community

These monitoring activities enable us to identify any differences in children's progress and provide specific support as required, including working with wider professionals such as Health Visitors and Lancashire's Early Help team. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements. Fairfield Nursery School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population. Information for our staff and governors may include: applicants for employment, staff profile, governing body profile, and attendance at training events, disciplinary and grievance cases, staff

appraisal/performance management, exit interviews. This information must be presented in a form that maintains confidentiality. Currently this information is not separated into ethnicity, disability, gender etc. Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the Head teacher. Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

## **Developing Best Practice**

### **Admissions**

Fairfield nursery school is open to all members of the community. We follow LCC admission criteria. We do not permit gender, race, colour or disability to be used as criteria for admissions. We ensure that all parents are made aware of our equal opportunities policy. The school will fulfil its commitment to equality by collecting data on each child's admission and using this to inform how representative of the community the school is.

### **Learning and Teaching**

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

- Provide equality of access for everyone and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for children and families to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions

- Work to develop children's thinking skills, personal and social skills so that they can begin to understand concepts of fairness and the needs and rights of others leading to awareness of justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all groups
- Take account of the progress of all children when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of children
- Identify resources and training that support staff development
- The school promotes British Values

Formative assessment is used to enable teaching staff to track our children's progress. Progress of each individual child is discussed through staff development meetings and termly Headteacher - children progress meetings.

The Head teacher and Teacher regularly monitor different group within their class to ensure all children are making the best possible progress. Assessment information is used to inform planning and to formulate appropriate intervention and support packages.

In addition to monitoring our children's attainment and progress, we regularly monitor Attendance as this can be an indicator of wider family and educational issues as well as impacting on achievement.

### **Learning Environment:**

- There is a consistently high expectation of all children regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination
- All children are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light
- Teacher enthusiasm is a vital factor in achieving a high level of

- motivation and good attainment and progress from all children
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
  - The school places a very high priority on the provision for special educational needs and disability
  - The school meets all children's learning needs including the more able by providing personalized learning
  - The school provide a diverse, rich learning environment in which all children have equal access to all facilities and resources
  - The children are encouraged to be actively involved in their own learning
  - A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all children
  - Consideration will be given to the physical learning environment – both internal and external, including displays and signage

### **Curriculum:**

At Fairfield Nursery School we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Children will have opportunities to explore concepts and issues relating to identity and equality appropriate to their age and stage of development.
- Steps are taken to ensure that all children have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All children have access to staff expertise, activities and experiences which promote attainment and achievement and ensure progression

### **Food**

We work in partnership with parents to ensure that the medical, cultural and dietary needs of individual children are met. Healthy eating and open mindedness about food is a fundamental part of the schools philosophy and curriculum.

We help children to learn about a range of foods, cultural approaches

to meal times and eating.

We encourage children to be independent and make healthy choices. We teach children about the origins of food e.g. by growing vegetables in the garden.

### **Resources and Materials**

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

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Are accessible to all members of the school community

### **Language**

The school recognises that it is important that all members of the school 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
- Uses accurate language in referring to particular groups or individuals and challenges instances where this is not the case

### **Extended Learning Opportunities**

It is the policy of this school to provide equal access to all activities for children and families within the reach area of the school. The school provides extended learning opportunities in a variety of ways and service providers are made aware of the school's commitment to equality of opportunity by providing them with written guidelines drawn from this policy.

The school tries to ensure that all such non staff members who have contact with children adhere to these guidelines.



## **Provision for Bi-lingual Pupils**

At Fairfield Nursery School the governors make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners

## **Personal Development and Pastoral Guidance**

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker children
- All children/staff/parents/carers are given support, as appropriate, when they experience discrimination
- Positive role models are used throughout the school to ensure that different groups of children 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. [SEP]

## **Staffing and Staff Development**

The school recognises the need for positive role models and distribution of responsibility among staff.

- This must include children's access to a balance of male and female staff where at all possible
- The school encourages and supports the career development and aspirations of all staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of children
- Access to opportunities for professional development is monitored on equality grounds

## **Staff Recruitment**

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- LA guidance on Employment policy and procedures is followed and reviewed regularly to check conformity with legislation and impact

## **Partnerships with Parents/Carers/Families and the Wider Community**

The school works with parents/carers to help all children to achieve their full potential.

- All parents/carers are encouraged to participate in the full life of the school.
- Members of the local community are encouraged to join in school activities

### **Roles and responsibilities:**

- The governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- The Headteacher is responsible for coordinating the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The school staff will promote an inclusive and collaborative ethos, 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 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
- The school staff will take steps to ensure all visitors adhere to our commitment to equality

### **Commissioning and procurement:**

Fairfield Nursery School finance team will ensure that the school buys services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

### **Measuring the Impact of the policy:**

This policy will be evaluated and monitored for its impact on children, staff, parents and carers from the different groups that make up the school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

### **Publicising the policy:**

Links to the policy will be available on the website, parents notice board and in induction booklets.

### **Review of progress:**

The school will report annually on progress and performance in respect of policy covering ethnicity, disability and gender and on progress to improve access for disabled pupils, including access to the curriculum, physical access and access to information. This annual report meets the requirements of the new legislation and forms the basis for the annual action plan.

### **Equality Impact Analysis:**

The head teacher will undertake equality impact analysis (EIA) to attempt to predict and assess the implications of a policy, function or strategy on a wide range of people.

EIAs are a way to analyse the work of the school (this could be a policy, procedure, project, strategy or service) to ensure it meets the needs of service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access the services.

Broadly speaking EIA consists of two questions: -

- Could this policy or decision increase inequalities that already exist?  
And if so how can we reduce the impact of this?
- Could this policy or decision have a positive impact on equality by reducing and removing inequalities and barriers that already exist?  
And if so how can we promote this?

Policies will be continually re-assessed as they are updated to ensure that issues of equality, diversity and inclusion are considered and promoted.

### Review of Equality Objectives and action plan 2020 2021

Analysis	Objective	Planned Outcome
Data shows us that on entry, children present with very low vocabulary, they are below their chronological ages for speaking.	To improve the achievement in Speaking and widen the children's vocabulary	Children make progress in Speaking and data shows their enriched vocabulary  Children initially made progress in Speaking, however, the impact of COVID was negative and many children did not attend nursery. Children who came as new intakes continued to present on entry as below their chronological ages for speaking.
Data shows us that children's resilience is low, they find it difficult to adapt their feelings and emotions in challenging situations	For children to be resilient and manage their feelings and behaviour when different situations arise	In our Image of the child, children are resilient and confident. They are secure emotionally. They are able to learn by trial and error and bounce back when they are confronted with difficult situations.  Through accessing the woods, children's resilience increased. Those children who attended regularly throughout the lockdown and pandemic made

		significant progress – such as children working on the String Project and the Portrait project.
--	--	---

### Equality Objectives and action plan 2022 2023

Analysis	Objective	Planned Outcome
Children starting nursery who were born during the pandemic and in the lockdowns are significantly below age expectations for Physical Development and Communication and Language	To improve children's achievement in communication and language and Physical Development	Children make progress in Communication and Language and they are strong and effective communicators.  Children are physically robust, they are able to face physical challenges using both their gross and fine motor skills.
Children with complex needs are not always able to access the woods due to their wellbeing and unique needs.	For children with complex needs to access the woods each week	Children with complex needs have a breadth of experience and have access to all aspects of the school's curriculum and approach to teaching and learning. The children are resilient in the face of adversity.