



## EQUALITY POLICY

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/Management body
- Multi-agency staff linked to the setting
- Visitors to the setting
- Volunteers and Students on placement
- Administrative staff

### The Main Characteristics of Basnett Street

Basnett Street Nursery school is a 106 part-time place maintained nursery school, which has extended services on site, run by a voluntary trustees. The extended service, called The Chatterbox Club, offers 80 part time places with the flexibility to provide full day care place 8.45 am – 3.40pm.

Children attending are from a variety of social and economic backgrounds, reflecting the composition of the area, which contains private and rented housing. 98% of our intake are categorised as living in wards of the highest level of deprivation. 64% of our children have English as an additional language. 14% of our children in 2019/2020 recieved SEND support.

The languages spoken are:

English
Bengali
Pashto
Punjabi
Urdu
Polish
Romanian

## Basnett Street Nursery School and The Chatterbox Club

The Nursery School and The Chatterbox Club have 16 staff: the ethnic make-up of these staff being 10 White British, 1 White European and 5 Asian backgrounds. The languages spoken are English, Pashto, Punjabi, Bengali, Urdu and Czech.

The Governing Body consists of 9 members, being White British. The languages spoken are English. We currently don't have any children with a disability on roll and none of the staff and Governors has a disability.

Currently no children are considered as a Child in need or on a child protection plan.

Currently two children with a CAF

Basnett Street Nursery School and The Chatterbox Club mission statement:

**"A diverse and exciting place to learn;**

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

**a place that strives for excellence"**

At Basnett Street we believe that equality at our setting should permeate all aspects of the setting's life and is the responsibility of every member of the setting and wider community. Every member of the setting community should feel safe, secure, valued and of equal worth.

At Basnett Street we are committed to the EYFS principles and understand that equality is the overall 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 recognized area of discrimination.

Our arrangements for access to services are fair and transparent, and do not discriminate on gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognized area of discrimination.

We are committed to providing a working environment free from discrimination, bullying, harassment and victimization. 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 respond to the diverse needs of our population.

We aim to provide all our service users with the opportunity to succeed, and to reach the highest level of achievement. The progress of children will be

monitored by the protected characteristics and we will use data to support children, raise standards and ensure inclusive services.

We will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any procurement process.

### **Roles and Responsibilities**

Our governing body/management will ensure that the setting complies with statutory requirements in respect of this policy and action plan.

The SLT is responsible for 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 SLT has day-to-day responsibility for co-ordinating the implementation of this policy.

Our staff will promote an inclusive and collaborative ethos in the setting, 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 setting community have a responsibility to treat each other and staff 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 setting, including parents/carers are adhering to our commitment to equality.

### **Learning and Teaching**

We aim to ensure quality of access for all children and prepare them for life in a diverse society

Use materials that reflect a range of cultural backgrounds, without stereotyping  
Provide opportunities for children to appreciate their own culture and religions and celebrate the diversity of other cultures

Seek to involve all parents in supporting their child's education

Make best use of all available resources to support the learning of all groups of children

### **Learning environment**

Staff enthusiasm is a vital factor in achieving a high level of motivation and good results from all children

Adults in the setting will try to provide good, positive role models in their approach to all issues relating to equality of opportunity

The setting should place a very high priority on the provision for SEND and we aim to meet all children's learning needs carefully assessing and creating TLP's to meet individual needs

Policy reviewed May 2021

A range of teaching methods are to be used throughout the setting to ensure that effective learning takes place at all stages for all children  
Consideration should be given to the physical learning environment – both internal and external – including accessibility and imagery

## **Curriculum**

At Basnett street all staff plan together to create an environment where all children contribute and feel valued. Active learning encourages all children to develop at their own pace. Children are encouraged to use whatever language they feel comfortable with – this may be in first language or English.

Each area of the curriculum is planned to incorporate principles of racial equality and promote positive attitudes towards to diversity and difference. We try to ensure we provide positive images of people of various cultures in non-stereotypical ways using resources through the curriculum which challenge stereotyping. Festivals from around the world are celebrated including Diwali, Eid, Christmas and Chinese New Year.

## **Resources and Materials**

The provision of good quality resources and materials within Basnett Street is a high priority

These resources should:

- 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 including people with disabilities, reflect non-stereotypical images of all groups in a global context
- Include materials to raise awareness of equal opportunity issues
- Be equally accessible to all members of setting
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials

## **Language**

We recognise that it is important at Basnett Street that all members of the setting 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
- Encourages the use of accurate language in referring to particular groups or individuals and challenge in instances where this is not the case
- Use first language effectively for learning

### **Extended learning opportunities**

It is the policy of this setting to provide equal access to all activities from an early age regardless of gender, race and disability, sexual orientation, religious belief and age

We promote different cultures, religions and experiences through participation in special events e.g. Asian dances, visits to local churches and mosques.

### **Provision for Bilingual pupils**

We undertake at Basnett Street to make appropriate provision for all EAL/Bilingual children/groups to ensure access to the whole curriculum. These groups include:

- Children for whom English is an additional language
- Pupils whom are new to the United Kingdom
- Gypsy Roma Children

Children and staff of different ethnic groups work together in the setting and are seen to respect and trust one another. The Nursery values the culture of all members of the community. Resources are provided from the local community in areas within school to extend the curriculum e.g. displays home corner equipment and book area. Children are encouraged to learn about the rich diversity of cultures and celebrate a variety of festivals. We organise visits around the local community and further afield.

At Basnett Street our overall aims are:

- To create a caring environment for all, recognising the uniqueness of each individual child
- To promote a positive self-image in all of our children regardless of race, religious belief, age, gender, social circumstance or ability
- To promote tolerance, understanding, appreciation, courtesy to all fellow human beings regardless of differences
- To ensure that all children have equal access to a broad balanced and relevant curriculum

### **Partnerships with Parents/Carers and The Wider Community**

We will work with parents to help all children achieve their full potential

All parents/carers are encouraged to participate at all levels in the full life of the setting

Encourage members of the local community to regularly join in setting activities e.g. exploring the possibility of the setting having a role in to play in supporting new and settled communities

We have an established and successful community room, which enables parents to feel fully involved in the setting.

## **Monitoring and Review**

Basnett Street is an inclusive setting, working towards greater equality in the whole setting community. We deliver the EYFS statutory framework and Development matters to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse the following equality information for our children.

- Progress and attainment data
- Child progress meetings between key person, other professionals and parents
- Attendance data
- Complaints of bullying or harassment and analysis of the Accident/injury records
- Complaints made to Ofsted
- Annual parental questionnaires and parents ongoing comment verbal and written
- Marketing information regarding the needs of the local community

We make regular assessments of children's learning and use this information to track children's progress, as they move through the setting. 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.

Resources are available to support groups of children where the information suggests that progress is not as good as it should be. The governing/managing body receives regular updates on children's progress throughout the seven areas of learning.

Setting performance information is compared by Ofsted, to the Development matters age phases, to national data and the Local Authority data, to ensure that children are making appropriate progress when compared to all settings, and to settings in similar circumstances.

As well as monitoring children's performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions
- Racism, disability, sexism, homophobia and all forms of bullying
- Parental involvement

## Basnett Street Nursery School and The Chatterbox Club

This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements

Due regard is given to the promotion of equality in improvement plans

The person responsible for the monitoring and evaluation of the policy and action plan at Basnett Street is the Senior Leadership Team.

Their role is to

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

### **The Measurement of Impact of the Policy**

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

### **Publishing the policy and the plan**

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

- Setting website
- Paper copy in the setting policies file
- Induction process new staff
- Referenced on the newsletter for parents
- Regular updates at staff meetings

### **Annual review of progress**

The SLT will report on any aspects of ethnicity, disability and gender. This will also include progress to improve access for children with a disability. To incorporate access to the curriculum, physical access and access to information where appropriate. The policy will be reviewed on an annual basis or earlier if deemed necessary.

The SLT will also ensure that other policies and procedures make reference to equalities practices where appropriate.