



Single Equality Scheme

Based on Model Policy	Hertfordshire County Council
Review Body	Headteacher, SENCO and SEN Governor
Date Issued	April 2021
Review Frequency	Three Yearly

Version	Date	Notes
1	April 2021	

Ludwick Nursery School is committed to:

Safeguarding and promoting the welfare of children and young people and expects all staff, visitors 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.

Together we are building a better tomorrow

SINGLE EQUALITY SCHEME

**Ludwick Nursery School
Holwell Road, Welwyn Garden City, Hertfordshire. AL7 3RP.**

Policy Review

This policy will be reviewed in full every four years.

The policy was last reviewed and agreed by the Governing Body in
April 2021.

It is due for review in April 2024.

Signature:

H Adelman

Date: April 2021

Head Teacher

Signature: S Murphy

Date: May 2021

Chair of Governors

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Vision and Values

Our equality vision and the values that underpin school life

The purpose of our Single Equality Scheme is to fulfil the duties to promote equality for members of all the “equality strand” groups and embed fairness and equality at the heart of our community and in all aspects of our policies, procedures and practices. We recognise within this scheme those groups in our community who are currently not covered by existing legislation but face inequality through poverty and social-economic factors.

At Ludwick Nursery School we are committed to ensuring equality of provision, education and opportunity for all children, families, staff, parents and carers receiving 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 Ludwick feel proud of their identity and able to participate fully in nursery life. At Ludwick, we believe that diversity is strength, which should be respected and celebrated by all those who work, learn, teach and visit here.

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

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

Principle 1: All learners are of equal value

We see all learners and potential learners and their parents and carers as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity

Principle 2: We recognize and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background and in the kinds of barrier and disadvantage which people may face in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognized
- Gender, so that the different needs and experiences of girls and boys and women and men are recognized
- Religion, belief or faith background
- Sexual identity

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

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls and women and men and an absence of sexual and homophobic harassment.

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

We ensure that policies and procedures should benefit all employees and potential employees for example in recruitment and promotion and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity/paternity

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

In addition to avoiding or minimizing possible negative impacts of our policies, we take opportunities to maximize positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones. We consult and involve:

- Disabled people as well as non-disabled
- People from a range of ethnic, cultural and religious backgrounds
- Both girls and boys, women and men
- People of all sexual orientations and preferences: LGBT (Lesbian, Gay, Bisexual and Transgender) community.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally by fostering greater social cohesion and greater participation in public life of:

- Disabled people as well as non-disabled
- People from a range of ethnic, cultural and religious backgrounds
- Both girls and boys, women and men
- People of all sexual orientations and preferences: LGBT (Lesbian, Gay, Bisexual and Transgender) community.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010

Principle 9: Objectives

We formulate and publish specific and measurable objectives based on the evidence we have collected and published (Principle 8) and the engagement in which we have been involved (Principle 7). The objectives which we identify take into account national and local priorities and issues as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

School Context

The characteristics of our school

A brief description of our school and its community setting

Ludwick Nursery School is a Hertfordshire maintained school that is led by a head teacher and staffed by qualified teachers and practitioners. The school has outstanding Ofsted judgements for July 2008, September 2010, December 2013 and June 2017.

Ludwick is a fully inclusive setting where our environment and practice reflects the needs of our learners. Our aim is to work closely with our families in order to quickly identify and effectively support needs in order to help all of our children excel at Ludwick and beyond. We are proud of our holistic, child-centred approach and the inclusive community in which we are based.

Ofsted 2017 noted: 'regarding the provision for children who have special educational needs and/or disabilities the Nursery rightly has an excellent reputation for meeting the needs of these children'.

Our school is accessible to all and is without stairs. The children can free flow from inside to outside during child-initiated learning, making good use of our extensive grounds.

Our school is set in the 4th most deprived ward in Hertfordshire.

Statistics vary each year but on average:

Characteristic	Total	Percentage
Total Number of Children (February 2021)	188	100%
Children in Receipt of 2 Year old Funding	32	17%
Children with SEND	36	19%
Children with English as an Additional Language	21	11%
Ethnic Minority Children	62	33%
Children in Receipt of Early Years Pupil Premium	47	25%

Legal Background

The duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

The specific duties require schools to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- To set every four years one or more specific measurable equality objectives that furthers the aims of the equality duty.

Protected Characteristics

The Equality Act 2010 protects children from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- age (for staff and adult users only)
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment (for staff and adult users)
- pregnancy, maternity and breast feeding (for staff and adult users)
- religion and belief
- sexual orientation (for staff and adult users)

Disability

At Ludwick Nursery School we implement accessibility plans which are aimed at:

- increasing the extent to which disabled children can participate in the curriculum;
- improving the physical environment of centre to enable disabled children to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled children.

Provision for disabled children is closely linked with the existing provisions for children with special educational needs. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Community Cohesion

In order to achieve a cohesive community, we strive to support good practice in educating children about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

Roles and Responsibilities

Chain of Accountability

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

Helen Ackerman, Headteacher, retains overall responsibility for ensuring that the action plan is delivered effectively.

Headteacher termly updates for Governing Body will include information and data on equality and diversity issues.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality scheme	Helen Ackerman, Headteacher

Disability equality (including bullying incidents)	Helen Ackerman, Headteacher
SEN/LDD (including bullying incidents)	Helen Ackerman/Sally Laflin and Claire Turner SENCO
Accessibility	Helen Ackerman, Headteacher
Gender equality (including bullying incidents)	Helen Ackerman, Headteacher
Race equality (including racist incidents)	Helen Ackerman, Headteacher
Equality and diversity in curriculum content	Helen Ackerman, Headteacher
Equality and diversity in pupil achievement	Helen Ackerman, Headteacher
Equality and diversity – behaviour and exclusions	Helen Ackerman, Headteacher
Participation in all aspects of school life	Helen Ackerman, Headteacher
Impact assessment	Helen Ackerman, Headteacher
Engagement/Stakeholder consultation	Helen Ackerman, Headteacher
Policy review	Helen Ackerman, Headteacher
Communication and publishing	Helen Ackerman, Headteacher

Commitment to review

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes. The basic principle underlying the new specific duties is that of "transparency" which ensures that we fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups. Transparency means being open about the information on which we base our decisions, on what to publish and how.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish information annually on the school and centre website. This information will include relevant policies and objectives set by the centre.

Commitment to action

Governors will:

Policy Development

Provide leadership and drive for the development and regular review of the school's equality and other policies

Policy Implementation

Provide leadership and ensure the accountability of the Headteacher and SLT for the communication and implementation of school policies

Behaviour

- Provide appropriate role models for all managers, staff and children
- Congratulate examples of good practice from the school and among individual managers, staff and children
- Ensure a consistent response to incidents e.g. bullying cases, discrimination and racist incidents

Public Sector Duties

Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of "returns" to the local authority)

Headteachers and senior staff will:

Policy Development

- Initiate and oversee the development and regular review of equality policies and procedures

- Consult children, staff and stakeholders in the development and review of the policies

Policy Implementation

- Ensure the effective communication of the policies to all children, staff and stakeholders
- Ensure that managers and staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold line managers accountable for effective policy implementation

Behaviour

- Provide appropriate role models for all managers, staff and children
- Highlight good practice from departments, individual managers, staff and children
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents e.g bullying cases, discrimination and racist incidents

Public Sector Duties

- Ensure that the school carries out its statutory duties effectively

All staff, teaching and non-teaching

Policy Development

Contribute to the implementation of the school's equality scheme

Policy Implementation

- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development

Behaviour

- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and children

Public Sector Duties

- Behave with respect and fairness to all colleagues and children, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents e.g. bullying cases, discrimination and racist incidents

The Nursery operates equality of opportunity in its day to day practice in the following ways:

Teaching and learning

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

- Use contextual data to improve the ways in which we provide support to individuals and groups of children and families;
- Take account of the achievement of all children when planning for future learning and setting challenging targets;
- Ensure equality of access for all children and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the setting, population and local community in terms of the Protected Characteristics, e.g. race and ethnicity, religion and belief, gender, or disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents and carers in supporting their child's development and education;
- Encouraging whole centre discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning and development

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability, family background or socio-economic factors.

Exclusions will always be based on the Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equality and Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, early years practitioners, administration staff, lunchtime assistants and cleaning staff) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief or age.

With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled. This includes discrimination in relation to recruitment, terms and conditions, environment, access to information, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.

We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We will provide training for staff to enable them to deal effectively with prejudice-related incidents.

We will tackle discrimination and will record all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people or sexism.

Engagement

Involving our learners, parents/carers and others

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, children, parents and others with particular interests in the development of this scheme. We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities through questionnaires, discussions, parents forums, children's voice, observations, staff knowledge, participation and relationships with users, professionals feedback.

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions: parents, children, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

Evidence of this engagement will be included in the published material showing how the duty has been addressed.

Examples of practice that regularly take place:

- Home Visits before starting parents/carers are asked to inform us about their child's ethnic origin, religion, languages spoken or heard, and disabilities.
- Parent handbook
- Questionnaire following transition
- Children's voice questionnaires (before consultation) and photographs in
- learning journals
- Staff and governors contributions available in meeting minutes
- Herts Improvement Partner termly visits and reports
- Contacts with relevant community and voluntary groups
- SEN family and children meetings
- Regular Newsletters
- Regularly updated Website

There will be a stakeholder consultation objective in the Action Plan

Using Information

Evaluating the impact in terms of the outcomes

Equality Impact Assessment (EQIAs)

Equality Impact Assessments (EQIAs) help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our children and staff and that diversity, equality and inclusion run through all areas of school life.

- We make regular assessments of children's learning and use this information to track children's progress, as they move through the school. As part of this process, we regularly monitor the performance of identified vulnerable 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.
- Children's performance information is compared to EYFS Ofsted expectations and local authority data, to ensure that children are making appropriate progress
- As part of Hertfordshire Quality Scheme our provision was assessed to make sure our range of resources promote a wide range of diversity
- We collect information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.
- We value more qualitative information which we collect through a variety of methods e.g. children's and parents voice.
- The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action

Stakeholder Consultation

- Consult with parents from different backgrounds regularly
- Consult with staff and governors with equality focus
- Regularly ask children about their perceptions
- Use findings from local community to impact on practice

Our School's Equality Objectives

Achievements to date:

Enrichment Group for children with severe communication needs is highly effective in accelerating progress and support for families

Gold Standard Inclusion award (Nov 2010)

I Can Enhanced Accreditation (March 2016)

Parents report that they feel welcome and that children with a wide range of needs feel included

Data supports the view that vulnerable groups enter significantly below age related expectations and having made outstanding progress they leave within age related expectations

Polish and Romanian speaking members of staff and volunteers support children with EAL

High level of visual support in the nursery supports children with speech and language difficulties

Provision for 2 year olds from vulnerable families with high level of need started in Oct 2012

Disability

1. Facilities for staff and children have been considerably improved by improvements to premises to allow much better access for staff, parents and children with disabilities to all areas of the nursery school
2. The nursery school employs staff with disabilities and they are able to participate fully.
3. Children with complex needs are well supported
4. Children with sensory needs achieve very well.

Gender

1. We employ a full time male member of staff.
2. Boys' achievement has improved considerably and is now nearer to girls.
3. Dads feel confident to access parent programmes and learning activities with their children
4. Dads regularly come into nursery to read to children and to support learning

Race

1. Children come from increasingly diverse ethnic backgrounds. We have a full range of resources and events to reflect religious and cultural backgrounds such as International week, Chinese New Year, Diwali and drumming workshops. These enable parents from different ethnic backgrounds to contribute to the setting and present positive images.
2. Parents from all groups contribute confidently to their children's learning
3. Inclusion support staff encourage parental involvement
4. Staff and volunteers from BME groups speaking one or more languages in addition to English

Age

1. Our workforce spans a wide age range and volunteers who are retired come to the nursery school.
2. Younger students and work experience school students regularly access training at the nursery school.
3. Parents from all groups contribute confidently to their children's learning

Other – Community Cohesion

1. High level of support from community and governors
2. Global involvement through visitors from abroad

Key priority list of equality objectives:

Priority	Protected characteristic	Equality Objective
1 Curriculum provision and policies promote inclusion throughout the school	All	Ensure that curriculum, resources and displays promote diversity in terms of race, culture, gender and disability
2 Communication accessible to all groups and representative of views of stakeholders	All	Provide information in a range of formats to support inclusion
3 Eliminate discrimination	All	Identify and respond to any discrimination as outlined in the Equality Scheme
4 Educational opportunities for vulnerable groups	Gender Race Disability	Monitor and analyse children's achievement in nursery and at EYFSP by gender, race and disability and act on any trends in the data that require additional support for children to accelerate progress
5 Inclusive environment for those with disability	Disability	Ensure that children, parents/ carers or staff with disabilities feel welcome in the school and feel that their needs are met
6 Support for children with SEND	Disability	Early identification and targeted support for children with SEND who are under achieving in order to accelerate their progress in learning and well being
7 Accelerate progress for children eligible for EYPP	EYPP	Identify eligible children eligible for EYPP and put in place interventions to close the achievement gap
8 Diverse cultural and religious festivals	Community involvement	Hold events throughout the year to increase children's awareness of different religious celebrations, cultural events in sessions.

Ludwick Nursery School Equality Action Plan

Equality Strand	Action	How will the impact of the action be monitored	Responsibility	Early success indicators	Time frame
1 All	Ensure that curriculum, resources and displays promote diversity in terms of race, culture, gender and disability	Monitoring/ learning walk feedback recognises range of diverse displays and information	Head TTL Govs	Notable increase in participation and confidence of targeted groups	Termly
2 All	Provide information in a range of formats to support inclusion	Access by targeted groups increases Surveys and informal discussion	Admin Govs	Parents with varying needs able to access information and participate fully in school activities	Termly
3 All	Identify and respond to any discrimination as outlined in the Plan. Report any information to the governing body on a termly basis through Head teacher's report	Head and Governors use information to assess the impact of the school's response to equality	Head Govs	All teaching staff aware of equality duties	Termly
4 Race Gender Disability	Monitor and analyse children's achievement in nursery and at EYFSP by gender, race and disability and act on any trends in the data that require additional support for children to accelerate progress	Achievement data analysed by gender, race and disability	Head TTL	Vulnerable groups exit at or above age related expectations Gap is closing for equality groups	Annually
5 Disability	Ensure that children, parents/ carers and staff with disabilities feel welcome in the school and feel that their needs are met	Disability Go audit Monitoring accessibility and take up of school services by disability	Head & TTL	Take up of nursery places and increased satisfaction from disabled children and parent/ carers	Annually
6 Equality of opportunity and participation	Early identification and targeted support for children with SEND who are under achieving in order to accelerate their progress in learning and well being <i>See Ludwick Core offer/SEN information report</i>	Monitoring of Inclusion Plan and support strategies for children with SEND	Head and TTL	Identified needs; appropriate agencies involved; staff knowledge increased; Provision Map in place. Feedback on usefulness of Core Offer/SEN information report	Ongoing

7 Children entitled to Early Years Pupil Premium	Support parents to apply for EYPP; identify eligible children; decide on priorities for particular children/ groups matching to individual needs. Regularly assess and track progress and impact of interventions/ actions	Interventions monitored effectively Data analysis – termly basis eg. attendance; speech and language; communication; parental engagement; learning at home	Head TTL Govs	Improved staff knowledge Children make accelerated progress and the gap between vulnerable children and the rest is closing rapidly. Children are 'school ready' Parental confidence and engagement increased	Ongoing
8 Community involvement	Continue to hold cultural events throughout the year to increase children's awareness of different religious celebrations, cultural events in sessions. Involvement from parents/carers about their customs/ beliefs	PSE and UW assessments Parental survey Informal discussions	Head & TTL Govs	Increased awareness of different communities shown in PSE and UW assessments	Ongoing