

Our Lady Star of the Sea Nursery

Single Equalities Policy

1 Statement of Principles

This policy outlines the commitment of the staff, children and Management Committee of Our Lady Star of the Sea Nursery to ensure that equality of opportunity is available to all members of the nursery community. For our nursery 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 nursery, whilst celebrating and valuing the achievements and strengths of all members of the nursery community. These include:

- Children
- Staff
- Parents/carers
- The Management Committee
- Multi-agency staff linked to the nursery
- Visitors/volunteers in nursery
- Students on placement

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

At Our Lady Star of the Sea Nursery 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.

Mission Statement

"You are precious in my eyes" - Isaiah 43

- ◆ Our Lady Star of the Sea Nursery is committed to the widest and fullest education of all children in a partnership between home, school, parish and community.
- ◆ Our nursery aims to create a happy, ordered environment where all members feel secure, valued and respect each other.
- ◆ Our nursery aims to be a positive force within the Catholic church inspired by the life of Christ in the Gospels

At Our Lady Star of the Sea we continuously strive to live our nursery mission statement through all actions, thoughts and words. We place Christ firmly at the foundation of the entire learning process. Underpinning this is the recognition that each person is unique and should be valued and respected.

2 Nursery in Context

Our Lady Star of the Sea Nursery is situated in a large classroom within the main body of Our Lady Star of the Sea Catholic Primary School. It is located in a residential area and primarily serves the families within the parish of Our Lady Star of the Sea. The setting offers both full day and sessional care for children aged 3- 5 years, from 8.45am to 3.30pm, term time only, with four qualified staff, level 3, one postgraduate and occasional parent volunteer helpers. All staff are established members of a reflective and visionary team and are dedicated to professional development by regularly accessing relevant training either in house or with the Local Authority.

The demographics of our community are primarily of white British heritage blended with a small percentage of minority groups, consisting of one Syrian refugees child, Polish, and mixed heritage parentage. Only our refugee child had no English language on arrival. Nursery complies with DDA regulations and annually reviews the access action plan.

The nursery opens onto a large outdoor provision, which offers children a choice of environments. This environment is continually being evaluated and landscaped to extend the children's learning experiences and offer opportunities to work in challenging, creative and imaginative ways.

The Management Committee is made up of a variety of professionals who bring with them a wide range of experience in service provision, employment and issues relating to the needs of those who come under the nine categories of the protected characteristics.

These include work within:

- Civil Service
- Business
- Orthodontistry
- Community
- Education

Over the past ten years the nursery environment both inside and outside has been re designed. Throughout these changes, accessibility to the whole environment for *all* has been a key priority. Today all areas of are accessible and both entrances to nursery are also DDA compliant.

3 Ethos and Atmosphere

At Our Lady Star of the Sea Nursery, trust, openness and respect form the basis of all relationships across the whole community. Leadership is developed within all groups and is based upon love and the uniqueness of each member. This ensures a mutual respect between all members of the nursery community. Leaders seek to empower each individual to believe anything is possible.

There is an openness of atmosphere which welcomes everyone to the setting and provides a safe and secure environment in which everyone can grow. Everyone within the nursery community will challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.

All children are encouraged to greet visitors to the setting with friendliness and respect. The displays around the nursery are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.

We firmly believe that all individuals have the right to 'be themselves' and therefore, the dignity of each individual is respected and children, parents, staff and Committee members are encouraged to celebrate differences as unique gifts from God.

4 Policy Development

This policy applies to the whole nursery community. It has been drawn up as a result of the outcomes of a transparent process in line with LA guidelines and the EYFS (2021) and will be developed, monitored and reviewed through consultation with children, parents, staff, committee members, the parish and the wider community.

5 Monitoring and Review

Our Lady Star of the Sea is an inclusive setting, working towards greater equality in the whole nursery community. We use the Early Years Foundation Stage 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 a range of equality information for our children and families.

We make regular assessments of children's learning and use this information to track children's progress. As part of this process, we regularly monitor the performance of different groups, to ensure that all children are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of children where the information suggests that progress is not as good as it should be. The management committee receives regular updates on children's performance information.

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

This relates to:

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

- Parental involvement

Our monitoring activities enable us to identify any differences in children performance and provide specific support as required. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Our Lady Star of the Sea Nursery 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 Management Committee that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We collect and analyse a range of profile information for our staff and Committee members:

- Staff profile
- Attendance on courses
- Targets met through regular supervision meetings and impact on professional development
- Staff turnover and development of leadership roles

At Our Lady Star of the Sea we recognise the requirements of the GDPR 2018 will apply, but at the same time that normal conventions and rules relating to confidentiality will need to be observed. It follows that not all the relevant information that nursery gathers have to be placed in the public domain.

We have identified the following issues from the analysis of the data:

- Staff are predominantly female and therefore male role models are lacking
- Further links need to be established to deepen children's awareness of equality and diversity issues.
- Children to continue to be given various opportunities to be part of the decision making process.

Due regard is given to the promotion of equality in the Nursery Development Plan. Monitoring and evaluation of this policy, and action plan, is conducted by senior staff members and the management committee in line.

Their role is to:

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

6 Developing Best Practice

Learning and Teaching

We aim to provide all our children 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 all children 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 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
- Develop children advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole framework covers issues of equality and diversity
- Seek to involve all parents/carers in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all children
- Take account of the performance 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

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.

- Staff enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the setting will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The setting will place a very high priority on the provision for special educational needs and disability.
- We will meet all children's' learning needs including the more able by carefully assessed and administered programmes of work
- The setting will provide an environment in which all children have equal access to all facilities and resources

- All children are encouraged to be actively involved in their own learning
- A range of teaching methods are used throughout the setting 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

Early Years Foundation Stage

At Our Lady Star of the Sea Nursery we aim to ensure that:

- Planning reflects our commitment to equality in all seven areas of learning promoting positive attitudes to equality and diversity
- Children will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all children have access to the Early Years Foundation Stage (2021) by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All children have access to activities which recognise attainment and achievement and promote progression

Resources and Materials

The provision of good quality resources and materials within Our Lady Star of the Sea Nursery 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
- Be accessible to all members of the nursery community

Language

We recognise that it is important at Our Lady Star of the Sea nursery that all members of the 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 in instances where this is not the case

Provision for Bi-lingual Pupils

We undertake at Our Lady Star of the Sea nursery to make appropriate provision for

all EAL/bi-lingual children/groups to ensure access to the Early Years Foundation Stage (2021). These groups may include:

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

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 and their families.
- All children are encouraged to consider the full range of career/learning opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All children/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the setting to ensure that different groups of children can see themselves reflected in the nursery community
- Emphasis is placed on the value that diversity brings to the nursery community rather than the challenges.

Staffing and Staff Development

We recognise 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 possible
- We encourage 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

When employing staff, criteria is related to our Mission Statement, which places Christ at the centre of our learning process. Therefore, we will always seek individuals who will embrace our ethos and religious denomination (see note).

- 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
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Note:

Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role.

In addition, there are also instances in which a job will qualify for a genuine occupational requirement on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all children to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the setting
- Members of the local community are encouraged to join in nursery activities
- Exploring the possibility of the setting having a role to play in supporting new and settled communities

7 Roles and Responsibilities

- Our Management Committee will ensure that the setting complies with statutory requirements (EYFS, 2021) in respect of this policy and action plan
- The nursery supervisor 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 management committee
- 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 nursery 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 setting adhere to our commitment to equality

8 Commissioning and Procurement

Our Lady Star of the Sea Nursery will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

9 The Measurement of 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 nursery community.

10 Publicising the Policy and Plan

Over the past year we have become an Eco nursery and as such have reduced the amount of paper correspondence. As with other policies this policy will be publicised on our nursery website and will be available to parents/carers on request.

11 Annual Review of Progress

Progress and performance in respect of this policy covering ethnicity, disability and gender will be reported annually to meet the requirements of current legislation. This will then form the basis of the annual nursery action plan.

12 Equality Impact Analysis

Undertaking equality impact analysis (EIAs) is similar to undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy, function or strategy will be on a wide range of people.

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

Designated Person responsible; B. Draper, C. Parkinson

Date: 18th June 2021

Date of policy review; Summer Term 2022

Policies linked- Fundamental British Values

Appendix 1 – for information

Reviewed Summer 2021

Next Review Summer 2022 10

Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

Reporting racist incidents in schools

Schools in Lancashire are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council.

Disability

What is a disability?

- Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:
 - substantial (more than minor or trivial)
 - adverse
 - long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).

There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause.

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being *disabled* (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

GENDER

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.

- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

Sexual Orientation

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as **homophobia**, although **lesophobia** and **biphobia** are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

Transgenderism and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex.