Rowley View Nursery School

Equality Duty 2024-2028

At Rowley View Nursery we have due regard to positively promote equality by:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

We do this by:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Compliance with the duty may involve treating some people more favourably than others.

The Equality Duty is fully integrated into our policies. We fully consider how our functions affect different groups in different ways and keep these issues under review.

Protected characteristics of;

Race

Gender

Disability

Religion and belief

Sexual orientation

Pregnancy and maternity

Gender reassignment

Are included as an explicit aim in all of our school's policies

Equality of Opportunity

We have a wide range of toys, resources books and posters where protected groups are represented. All children have access to these and are encouraged to be explored and used as adult's model and scaffold their use. Children are free to choose where they would like to learn and with what. Ongoing monitoring by staff of areas popular with individuals and groups of children as well as highlighting any issues of inequality of access so this can be rectified.

Promoting tolerance and friendship and developing an understanding of a range of religions and cultures

Many seasonal events are celebrated through the year at nursery representing varied cultures and populations. The Rhythm of the year planning shows this and the Enhanced Provision plan details how this looks in practice.

The Developmental Matters part of the EYFS guidance on PSED ensures we treat each other with respect as children learn how to operate in a group of people. Children are encouraged positively to learn between right and wrong. The principles of the EYFS promote the unique child, their unique family and the positive relationships between all parts of their lives. This is the ethos in which the staff operate.

The behaviour and anti- bullying policy details how discriminatory behaviour is dealt with. Staff have a code of conduct in which to adhere to promoting equality of protected groups and outlining disciplinary measures for anyone breaking the equality duty. Any allegation of racism or bullying is recorded and investigated. If the allegation proves to be correct this is reported to the Governing Body. Incidents of racism are also reported to the Local Authority

Children are encouraged to share experiences from their home life by talking and showing what they have done. Role play resources (play and real) reflect the many cultures and ethnicities represented in our cohort. Children's varying family groups are reflected in the photographs displayed in our family groups. The child's view is reflected in the comments they make and are recorded in floor books

All educational settings are required by law to publish Equality Objective. The effectiveness and impact of these strategies will be monitored by the staff working directly with the children and the Senior Leadership Team.

All information gathered to meet the Equality Duty is in accordance with GDPR regulations 2018

Rowley View Nursery School Objectives for 2024-2028

All children to make progress with a positive impact for EAL children and boys	Regular monitoring of attendance. Attainment is assessed and carefully monitored to ensure that all children have equality of opportunity to access learning and to make as much as possible. Activities and routines that are inclusive of boys learning.	Attainment of all groups to reflect an upward trend and all children to make progress
Narrowing gaps in attainment between disadvantaged children and their peers	Ensuring the effective use of EYPP and its impact. • Baseline and regular assessments of all children's needs • Interventions to support needs • High quality curriculum and resources for all children • Curriculum is ambitious and planned according to the needs of the children • Visitors into Nursery to enhance and support children's learning e.g Animal man, Farm on wheels, Drumming workshop, ICT workshop • To ensure all staff access high quality training e.g SMILE, Number Sense, phonics to facilitate outstanding teaching	
To support our families to ensure positive outcomes for all children	• Home Visits • Early intervention for support right help at the right time • In house early help support	Positive outcomes for children and families Better mental Health for parents and children Life Long impact on all families

	• Signposting parents to support with health, housing, parenting courses, food bank vouchers • 1000 Stories initiative • Road ds Safety walks • A variety of Workshops for toileting, healthy eating, Oral health • Curriculum workshops e.g supporting their child with Maths, Communication and language • Behaviour workshops • Encourage high parental engagement e.g Story Café, library visits, play and stay sessions, end of term celebrations such as Christmas nativity, fathers and mother's day celebrations.	Parents to support their child at home with learning. Positive outcomes for children . Narrowing the gap agenda. Better understanding of child development and the curriculum for parents. Positive relationships with school staff.
Improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity	Ensure curriculum is inclusive of all. • Specialist equipment to support children with additional needs purchased through DAF • SEND staff attends specialist training provided by SALT and Early years inclusion team • SEND staff accompany their key child to specialist group facilitated by SALT to ensure continuity of approach in teaching • Use of aided language display, objects of reference, pecks and Makaton to access learning • Use of multicultural books, posters and visual aids	Increasing understanding between pupils and families from different faith communities Positive outcomes for all children in an inclusive, accessible learning environment

	• Staff to receive training e.g Unconscious bias training, supporting EAL children. • Celebrate festivals from other faiths e.g Eid, Diwali, Chinese New Year • Celebrate other cultures e.g African drumming	

Chair of Governors _____

Date_____