

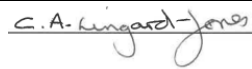


ASHMORE PARK

AND

PHOENIX NURSERY SCHOOLS
FEDERATION

EQUALITY INFORMATION
AND OBJECTIVES
POLICY

Senior Leadership Team/Compliance Governor(s) Review Date	15.03.2024
Governing Board Approved/Adopted	19.03.2024
Signed on behalf of the Governing Board/Committee	
Policy to be Reviewed Date	31.03.2025

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1. Aims

Our Federation aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives.

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The Governing Board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout both schools', including to staff, children, and their parents/carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

- Delegate responsibility for monitoring the achievement of the objectives daily to the Headteacher for both Ashmore Park Nursery School and Phoenix Nursery School.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among its staff and children
- Monitor success in achieving the objectives and report back to the Governing Board.

All staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The Federation is aware of the obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and Governors are regularly reminded of their responsibilities under the Equality Act – for example, during weekly staff meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every two years.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the Federation aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have e.g. children or staff with disabilities
- Taking steps to meet the needs of people who have a particular characteristic e.g. enabling Muslim staff to pray at prescribed times
- Encouraging people who have a particular characteristic to participate fully in any activities e.g. encouraging all children to be involved in the full range of school activities.

In fulfilling this aspect of the duty, the Federation will:

- Analyse data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with protected characteristics, identifying any issues which could affect our own children.

6. Fostering good relations

The Federation aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. For example, as part of teaching and learning, children will be introduced to a range of cultures
- During small group time holding discussions that deal with relevant issues at a level appropriate to the children's age and development levels
- Portraying positive images of a range of people and cultures through school resources.

7. Equality considerations in decision-making

The Federation will ensure they have due regard to equality considerations whenever significant decisions are made.

The SLT will always consider the impact of significant decisions on groups. For example, when a school trip is being planned, the SLT will consider whether the trip:

- Cuts across any religious holidays
- Is accessible to children with disabilities
- Has equivalent facilities for boys and girls.

8. Equality objectives

Objective 1

Ensure all staff and users are aware of our commitment to equality

Why we have chosen this objective:

We are committed to ensuring that all members of our school community are treated fairly, and we are against all forms of discrimination. To achieve this, it is important that all members of our school community understand our expectations.

To achieve this objective, we plan to:

- Ensure the Federation's vision statement is revisited with staff annually
- Ensure all new staff complete unconscious bias training as part of the induction process
- Provide all new parents/carers with information about the Federation's vision in induction packs
- Publish equality information on each school's website
- Provide a curriculum that promotes positive attitudes and values that challenge discriminatory behaviour.

Objective 2

Enhance the skills and qualifications of staff with protected characteristics promoting equality of opportunity for all staff

Why we have chosen this objective:

We have a strong commitment to the professional development of our staff team. We recognise that some staff may have historically experienced barriers to accessing training and support to achieve qualifications. We seek to remove these barriers so that all staff can broaden their skills, knowledge, and opportunities.

To achieve this objective, we plan to:

- Provide a robust supervision process which identifies areas for training and development
- Monitor the uptake and impact of training opportunities
- Survey staff regularly and anonymously to seek feedback.

Objective 3

Promote a shared understanding of individual's identities and cultures so that all children and families feel valued and welcomed

Why we have chosen this objective:

Children's previous experiences and family background give them a sense of who they are. As children grow, cultural influences and the customs around language, food, creativity, and religion affect the way children develop physically, socially, emotionally and linguistically. Knowing our children and families well will help staff to support children to develop positive self-concepts, valuing and respecting their own culture and heritage.

To achieve this objective, we plan to:

- Seek information from families during the induction process about their unique traditions and experiences
- Provide opportunities to celebrate children's experiences, culture, and background through the curriculum.

Objective 4

Review documentation to ensure it is accessible to all parents

Why we have chosen this objective:

Our children and families come from a wide range of cultural, ethnic, and religious backgrounds and this diversity is reflected in the language profile of our families. We want all our families to be able to access information about their child's school and their child's learning so that we can work in partnership with them to improve outcomes for children.

To achieve this objective, we plan to:

- Provide school policies and key information for parents/carers in a range of ways that allows our families to access the information using convertor tools such as google translate

- Circulate newsletters and letters electronically using Microsoft Sway and Forms, which enables the family to access the information in their mother tongue
- Share children's learning with their parent/carer via their child's individual Microsoft Team which enables the family to access the information in their mother tongue.

Objective 5

Ensure resources promote and celebrate diversity and do not reflect negative stereotypes

Why we have chosen this objective:

It is important that children can see themselves and their family reflected in resources, images, and books they experience so that they can develop a secure sense of belonging and have a positive sense of their own identity.

To achieve this objective, we plan to:

- Provide children with resources and everyday artefacts that promote cultural diversity and enables their role-play to involve a variety of cultural contexts that reflect their own and other's experiences
- Provide books and images that reflect diversity and provide positive role models particularly for underrepresented groups.

9. Monitoring arrangements

The Headteacher will review this document annually and the Governing Board will approve the policy at least annually or as and when any changes are made.