



## **Rosemary Lane Nursery School Equality Policy Statement, Information and Objectives**

### **Introductory notes**

We in Rosemary Lane Nursery School are committed to equality.

We aim for every pupil to fulfil their potential no matter what his/her background or personal circumstances.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in pastoral support and in lunchtime activities.

The Equality Act 2010 was introduced fully in April 2011 and there is no longer a requirement that schools should draw up and publish equality schemes or policies. However, it is still good practice for a school to make a statement about the principles according to which it assesses the impact on equality of its policies and practices, and according to which it establishes specific objectives.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- ✓ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the 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.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

The protected characteristics for the schools provisions are:

- Disability
- Gender identity
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (not applicable to pupils)
- Marriage and Civil Partnerships (not applicable pupils)

Age and marriage and civil partnership are NOT protected characteristics for the schools provisions for pupils.

We will have **due regard** to advancing equality of opportunity including making serious consideration of the need to

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of persons who share a protected characteristics that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will take into account the six Brown principles of 'due regard'

- **awareness** – all staff know and understand what the law requires
- **timeliness** – implications considered before they are implemented
- **rigour** – open-minded and rigorous analysis, including parent/pupil voice
- **non-delegation** – the PSED cannot be delegated
- **continuous** – ongoing all academic year
- **record-keeping** – keep notes and records of decisions & meetings

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- ✓ publishing our equality information
- ✓ publishing our equality objectives

We aim to make the information accessible, easy to read and easy to find.

### **Equality Information**

We maintain confidentiality and work to data protection principles. We publish information in a way so that no pupil or staff member can be identified. This information is based on information disclosed to us.

### **Legal framework**

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise these duties are essential to reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998 and the Public Sector Equality Duties 2010.

## **Guiding principles**

In fulfilling the legal obligations cited above, we are guided by nine 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 or orientation.

### **Principle 2: We recognise 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 recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity or orientation

### **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, homophobic and transphobic harassment.
- positive attitudes and understanding of those women pregnant or during maternity.

### **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:

- Positive attitudes towards disabled people, good relationships 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, women and men, and in the absence of sexual and homophobic harassment.

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

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise 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**

People affected by a policy or activity should be 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 women and men, girls and boys.
- gay people as well as straight people.

#### **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 of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

#### **Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender

#### **Principle 9: Objectives**

Every four years we formulate and publish specific and measurable objectives, based on the evidence we have collected and published. 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.

Objectives are based on the evidence we have collected and published, in relation to:

- disability
- ethnicity, religion and culture
- gender

## **The curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the nine guiding principles.

## **Ethos and organisation**

We ensure the guiding principles apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

## **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously the importance of recording the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. We also investigate potential patterns and trends of incidents.

## **Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. An identified member of the governing body has a supporting role regarding the implementation of this policy.

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- respond to prejudice-related incidents that may occur
- incorporate the principles of this policy into the curriculum
- keep up-to-date with equalities legislation relevant to their work.

## **Information and resources**

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors are signposted towards a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

### **Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and aim to comply with reasonable requests relating to religious observance and practice.

### **Staff development and training**

We ensure that all staff receive appropriate training and opportunities for professional development around equalities.

### **Breaches of the policy**

Breaches of this policy will be dealt with in line with the schools disciplinary policy.

### **Monitoring and evaluation**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

We collect, analyse and use data in relation to achievement, relevant and appropriate to the profile of the school.

## Equality Information:

We maintain confidentiality and work to data protection principles. We publish information in a way so that no pupil or staff member can be identified. This information is based on information disclosed to us.

### Staff: (Autumn Term 2025)

Age	25 employees aged between 19 and 64
Disability	4 staff – history of minor health problems 3 staff – with a disability
Gender reassignment	We would support any staff member undergoing gender reassignment.
Marriage & civil partnerships	Figures change – we comply with our equality duty (16)
Pregnancy and maternity	Figures change – we comply with our equality duty
'Race' / ethnicity	25 staff – 100% white British – we would actively support applications for future post from underrepresented groups
Religion and Belief / no belief	Staff gave information – we comprise of Christian, Church of England, Roman Catholic, Independent Methodist, agnostic
Sex – male/female	25 staff 100% female
Sexual orientation	We support all staff members regardless of sexual orientation

### Pupils (Autumn Term 2025)

Age	79 children aged 2-4 years
Disability	2% record a disability
SEN	0 children currently have an EHC Plan 11 children currently have a Support plan and receive additional support
EHCP	0 children currently has an EHC Plan
Gender reassignment	We would support any child questioning their gender, or a family member who may be undergoing gender reassignment.
Marriage & civil partnerships	n/a
Pregnancy and maternity	n/a
'Race' / ethnicity	4% of children are from an ethnic minority group
EAL	2% of our children have English as their second language
Religion and Belief / no belief	Parental information indicates- Christian, Church of England and Roman Catholic

Sex – male/female	42% male 58% female
Sexual orientation	n/a
FSM	n/a
Vulnerable groups of pupils whose prior attainment may be different from that of other groups	We currently are supporting children who fall into different vulnerable groups Special Guardianship Order -2 Children In Care - 1 Child Protection - 1 Child In Need - 2

## Achievement statistics

### 2024/25

- The vast majority of children exit having met age typical development.
- More children have met or exceeded age typical development in the Prime areas of the Early Years curriculum guidance.
- More girls leave having met or exceeded age typical.
- Children with SEN make good progress from their starting points.
- Children leave having made good progress from low starting points in emotional regulation
- Children leave with good skills in communication due to our whole school communication friendly setting approach

### 2023/24:

- The vast majority of children leave having met age typical development in the Prime areas of the Early Years curriculum guidance.
- More girls leave having achieved or exceeded age typical development in the specific areas of learning than boys. A high percentage of children with SEN were boys.
- Children with SEN make good progress from their starting points.
- Due to our whole school curriculum focus upon development of the PRIME areas all children leave having made good or better progress in PSE and communication

### 2022/23:

- Most children exit having met age typical development in the Prime areas of the Early Years curriculum guidance.
- More girls leave having met age typical in all areas of learning than boys.
- Children with SEN make good progress from their starting points.
- Due to our whole school communication and language development approach all children leave nursery having made very good progress in communication. This is specific to the communication method being used e.g. language, PECs, NVC etc.

## Equality Objectives

Our Equality objectives are:

1. To review publications to ensure language and format is accessible to parents of children attending nursery



2. To raise the level of staff understanding of the requirements of the Equality Act
3. To ensure resources in nursery do not reflect any stereotyping of gender or ethnicity

**We will update our equality objectives every four years and will publish progress on them annually in our equality information**


We adopt a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHCR) statement:

*'To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.'*

**Headteacher:** Jill Jones

**Signed:** 

**Chair of Governors:** Cllr Angela Surtees

**Signed:** 

**Date approved by the Governing Body:** Autumn Term 2025