



Equality and Accessibility Plans

September 2016

REVIEWED:

2019

REVIEWED:

2022

REVIEWED:

2025

STATEMENT OF POLICY

The principal of **equality** is central to everything we do within the nurseries. All members of the nursery community are treated with respect and equality and we strive to eliminate discrimination and disadvantage experienced by any particular individuals or group of people

As settings we are committed to ensure our learning and physical environments are **accessible** to all and review our practice with the aim of:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils. We recognise the need to provide adequate resources for implementing plans and will regularly review them.

This document demonstrates our commitment to accessibility and equality and evidences how we fulfil our legal duties.

Our Equality and Accessibility Action Plans are contained within the Nurseries Improvement Plans; these are reviewed annually.

The Governing Body agreed this policy on: to be ratified on 7th September 2016

This policy will be reviewed by the Full Governing Body

Review frequency: every three years (action plans will be reviewed annually)

Signed:

Date:

Headteacher – Laura Jeffs

Signed:

Date:

Chair of Governors – Paula Roan

EQUALITY POLICY

(OBJECTIVES FOR EQUALITY IMPROVEMENT ARE INCLUDED WITHIN THE NURSERIES IMPROVEMENT PLANS)

INTRODUCTION

This plan is written with regard to:

The Equality Act 2010

The Public Sectors Equality Duty (2012) requires public bodies to have 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, and between people who share a protected characteristic and people who do not share it.

1. SCHOOL AIMS

We aim to provide the highest quality education possible. To do this we will;

- Keep pupils at the heart of everything that we do;
- Create a welcoming, respectful and inclusive environment for all;
- Enable pupils to learn about themselves, others and the world through play and sensory experiences;
- Provide learning opportunities that are enriching, stimulating and challenging;
- Foster a learning environment that is inclusive, happy, safe and healthy;
- Develop children's self-esteem and well-being so that they can become resilient and confident learners;
- Value the role of parents and carers by building strong, reciprocal and supportive relationships.
- Work collaboratively with others involved in children's education and their wider life;
- Be reflective in our approach and act on outcomes to continually move forward;
- Set the very highest standards in all that we do.

2. MAINSTREAMING EQUALITY INTO POLICY AND PRACTICE

As well as the specific actions set out later in this plan, the school operates equality of opportunity in its day to day practice in the following ways:

- Aiming to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement;
- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;

- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Provide teaching and classroom-based approaches appropriate for the whole nursery population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socioeconomic factors. Any exclusions would always be based on the school's Behaviour Policy and decisions would only be made after very careful thought.

3. EQUAL OPPORTUNITIES FOR STAFF AND ADVANCING EQUALITY OF OPPORTUNITY

This section deals with aspects of equal opportunities relating to staff at the Menphys Nurseries. We are aware of the categories of protected characteristics

- Race
- Disability
- Sex
- Age
- Religion or belief
- Sexual orientation
- Pregnancy and maternity
- Gender reassignment
- Being married or in a civil partnership

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or reevaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

Monitoring recruitment and retention including bullying and harassment of staff;

Continued professional development opportunities for all staff;

Senior Leadership Team support to ensure equality of opportunity for all.

4. EQUALITY AND THE LAW

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006) and the overarching Equality Act (Public Sector Equality duty) 2010

4a. Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000 and the 2012 Equality Act.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

4b. Disability

This section should be read in conjunction with the nurseries Special Education Policy and Accessibility Plan

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;

Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment;

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

4c. Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women;

Under our specific duty we will;

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

4d. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation. Further legislation and clarity was provided by the 2010 Equality Act.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

4e. Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007. Despite changes to Community Cohesion in our recent legislation and Ofsted guidance we still hold it as a strong guiding principle.

5. CONSULTATION AND INVOLVEMENT

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. This plan is evolving and we will use the following to further shape the plan:

- Feedback from the annual parent questionnaire, parents' evenings and review meetings;
- Input from staff surveys or through staff meetings / INSET;
- Issues raised in review meetings and annual reviews;
- Feedback at governing body meetings;

6. ROLES AND RESPONSIBILITIES

The role of Governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio- economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our nurseries on account of their race, sex or disability.

The role of the Headteacher

- It is the Headteacher's role to implement the school's Equality Plan and is supported by the governing body in doing so.

- It is the Headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. TACKLING DISCRIMINATION

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment. This is made clear in the 2010 Equality Act.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim’s race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non- teaching, should be clear on how they report incidents and view dealing with incidents as vital to the well-being of the whole setting.

We will respond to incidents in the following way:

Incident	
Member of staff to investigate further (if incident reported) or challenge behaviour immediately	
Response to victim and family	Response to perpetrator and family
Action taken to address issue	
Incident form to be completed and filed, incidents to be reported to Governing body and Local Authority on a termly basis	

8. REVIEW OF PROGRESS AND IMPACT

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Action Plan annually and review the entire plan on a three year cycle.

9. PUBLISHING THE PLAN

In order to meet the statutory requirements to publish a School Equality Plan, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, staff meetings and other communications;
- Make sure hard copies are available.

ACCESSIBILITY POLICY

(OBJECTIVES FOR ACCESSIBILITY IMPROVEMENT ARE INCLUDED WITHIN THE NURSERIES IMPROVEMENT PLANS)

INTRODUCTION

Improving access to education and educational achievement by disabled pupils is essential to Government policy of ensuring equality of opportunity and full participation in society.

The SEN and Disability Act 2001 amended Part 4 of the Disability Discrimination Act 1995, by introducing new duties on Local Authorities (L.A.s) and schools in relation to disabled pupils and prospective pupils. In the language of the act, a person has a disability if he or she has a physical or mental impairment that has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities. The main duties are not to treat disabled pupils less favourably and to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. From 2010 the Equality Act (Single Equality Duty) brought accessibility under the heading of other equalities into this School Equality Plan)

L.A.s and schools are required to prepare accessibility strategies and accessibility plans respectively for increasing the accessibility of schools for disabled pupils over time.

LEGAL POSITION

All L.A.s have a legal duty to prepare accessibility strategies for the schools for which they are responsible under the Act.

Maintained schools must produce their own accessibility plans. The Act places the duty to do so on the Governing Body of the school. An accessibility strategy or plan is for:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery of written information to disabled pupils, so that it is equal to that provided to other pupils.

Accessibility plans must be in writing and schools are required to publicise their accessibility plan, this is ours. The Act provides for Ofsted inspection teams to be the monitoring body for the plan. Schools have been required to written plans in place by April 2003.

STAGES IN PRODUCING AND REVIEWING AN ACCESSIBILITY PLAN

1. Access audit and review accessibility of school
2. Identify actions
3. Set goals and targets
4. Consult on strategy
5. Publicise strategy
6. Implementation
7. Evaluate Strategy

On a continuous basis the following will be adopted as part of the access plan:

Any prospective pupil and their parents/carers, staff member, or visitors to the school (including volunteers) should be asked if they have any access requirements prior to any visits to the school. This should include the need for interpretation, a carer to assist them and or any other specific needs they feel we would need to meet under the terms of the DDA 1995. This information should also be promoted in the schools literature and in any other relevant materials.

On at least an annual basis the school will carry out a full access audit, to check for both physical restrictions that are causing problems within the school environment and specific pupil/staff/volunteer needs that may not be being met. This could be carried out by a Governor not in the school on a daily basis who may see things that others miss through being in the environment daily. The grounds are audited for both access and safety on an annual basis by the nominated Health, Safety and Wellbeing Governor.

Access as defined in the DDA also means 'equality of access' and if there are any areas where some pupils have access, whilst others are denied the same opportunity then efforts will be made to minimise these inequalities wherever possible, in order that they are not open to challenge. To ensure the school is not open to challenge any reasons for not making adjustments need to be clearly defined.

REVIEW OF PROGRESS AND IMPACT

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. We will review progress against our Accessibility Action Plan annually and review the entire plan on a three year cycle.

PUBLISHING THE PLAN

In order to meet the statutory requirements to publish a School Accessibility Plan, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, staff meetings and other communications;
- Make sure hard copies are available.