

School Equality Scheme

2015 / 2016



Welcoming | Involving | Evolving

Oxhey Early Years Centre

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1: Vision and Values

Our equality vision and the values that underpin school life

We aim to create an environment for learning which will encourage all children to achieve to their potential through the provision of a broad, balanced and imaginative curriculum, high expectations, praise for a task well done and through committed, enthusiastic and effective practitioners.

We will work hard to help children to develop in confidence, responsibility, and a caring approach through clearly articulated parameters and in an atmosphere of tolerance and mutual respect.

We will promote the spiritual, moral, cultural, mental and physical development of children at the centre in a caring environment.

To achieve this we will:

1. Have the highest standards of care and access to high involvement in everything we provide, irrespective of all protected characteristics including: race, disability, sex, age (staff only), religion or belief, sexual orientation, pregnancy / maternity, gender reassignment, marriage and civil partnership (staff only) so that all are encouraged to achieve their full potential.
2. To encourage respect for and understanding of the different cultures, beliefs, disabilities and personal circumstances of individuals and to create a positive in which there is a shared commitment to valuing diversity.
3. Respect the equal human rights of all our pupils and to educate them about equality.
4. Work to promote positive attitudes to disability by enabling all people involved in the school community to contribute to and gain full access to all activities.
5. Create an environment where respect and racial harmony mean that all pupils are able to reach their full potential.
6. Promote gender equality in all aspects of Centre life by challenging stereotypes, achievement gaps and self limiting aspirations.
7. Take account of difference and help to overcome any barriers to learning in order to promote achievement and fulfilment in all our pupils.
8. Respect the equal rights of our staff and other members of our community.
9. In particular we will comply with relevant legislation and frame and implement school policies and plans in relation to behaviour, SEND, race and religious equality, disability equality, gender equality and community cohesion.

2: School Context

The characteristics of our school

A brief description of our school and its community setting

Oxhey Early Years Centre is a nursery school with wrap around care integrated, as well as being the Lead Agency for the Sunshine Children's Centre and offering daycare through OEYC Ltd. Most children come from the local community.

At our centre we benefit from the diversity of experience that our children bring. We welcome differences and celebrate culture, respecting the needs of the individual, the group and the school community as a whole. We seek to extend the understanding of our children in order to prepare them for an adult life in a multi cultural society which may be more ethnically diverse than our local community at the present time.

We recognise the importance of enabling all the children and their families' equal access, as far as possible, to the facilities and activities we have to offer. High standards are possible for all and we seek to ensure that our expectations are challenging whatever the level of intellectual or physical ability, gender, age, race, religion, characteristic or family background.

SCHOOL DATA for academic year 1516

Characteristic	Total	Breakdown (number and %)
Number of pupils	90	38 / 42% Female 52 / 58% Male
Number of staff	22	100% Female 0% Male
Number of governors	8	87.5% Female 12.5% Male
Religious character		We embrace a diverse and multi faith community and share in celebrating festivals and events relevant to the children that attend here. Christian 18 Christian / Roman Catholic 16 Muslim 6 Hindu 6 Jewish 2 No religion 40 Other 2
Attainment on entry		The majority of 3 year olds are assessed as entering below age related expectation. For the current cohort around 40% of the children are at age-related attainment on entry (full data available from Head of Centre)
Mobility of school population		Most children stay with us for 1 year, from entry in Sept to exit in July. This is the school Nursery year.
Pupils eligible for free school meals	2	2 on record
Deprivation factor		Our school is located within the Sunshine Children's Centre area, and borders a 'super

		output area' which is statistically a more deprived area
Disabled staff	0	No school staff have declared / disclosed
Disabled pupils (SEN/LDD)	19	19 children are being monitored for Special Educational Needs
Disabled pupils (no SEN)	0	No children declared
BME pupils	32	32 in school
BME staff	2	1 school employee 1 'casual' school staff
Pupils who speak English as an additional language	20	Gujarati 3 Arabic 2 Chinese 2 Romanian 2 Filipino 1 Hindi 1 Kikuyu / Gikuyu 1 Ndebele 1 Nepail 1 Pahari 1 Telugu 1 Ukrainian 1 Wolof 1 Urdu 1 Portugese 1
Average attendance rate		92-94%
Significant partnerships, extended provision, etc.		Daycare and Children's Centre on site Network of partnerships including health, HCC, Ebury CC, advisory teachers, Sunshine CC, SEN cluster group, Local Partnership
Awards, accreditations, specialist status		Ofsted Outstanding in Nov 09 and Nov 12

3: Legal Background

The duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this 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.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

The specific duties require schools to:

- *Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.*
- *To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.*

Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- *age (for staff only)*
- *disability*
- *ethnicity and race*
- *gender (sex)*
- *gender identity and reassignment*
- *pregnancy, maternity and breast feeding*
- *religion and belief*
- *sexual orientation*

Disability

At Oxhey Early Years Centre we implement accessibility plans which are aimed at:

- 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;
- improving the availability of accessible information to disabled pupils.

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Community Cohesion

- Community Cohesion supports good practice in educating children about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum. Please refer to our policy.

4: Roles and Responsibilities and Publishing of Information

Chain of accountability

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

Headteacher Cathy Gunning (15-16 Acting Head Rachel Fagan) retains overall responsibility for ensuring that the action plan is delivered effectively.

Every term, managers and key staff will report to the Headteacher on actions and progress.

Every term there will be a report on equality and diversity to the Governors meeting, included within the Head's report.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality scheme	Head
Disability equality (including bullying incidents)	Head; Lead Teacher
SEN/LDD (including bullying incidents)	Head
Accessibility	Business Manager
Gender equality (including bullying incidents)	Head
Race equality (including racist incidents)	Head
Equality and diversity in curriculum content	Head, Lead Teacher
Equality and diversity in pupil achievement	Head, Lead Teacher, Teachers
Equality and diversity – behaviour and exclusions	Head
Participation in all aspects of school life	Head, all staff
Impact assessment	Head
Stakeholder consultation	Head, SLT
Policy review	Head, Business Manager
Communication and publishing	Head, Secretary

Commitment to review

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

Publishing Information - specific duty to demonstrate compliance with the public sector equality duty

At Oxhey Early Years Centre we will publish information annually on our website.

The basic principle underlying the new specific duties is that of 'transparency' which ensures that we fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups. Transparency means being open about the information on which we base our decisions, on what to publish and how.

Where will equality information be published? Information must be Accessible.

At Oxhey Early Years Centre equality information will be available on the school website. It will include:

Commitment to action

Governors will:

- Provide leadership and drive for the development and regular review of the school's equality and other policies
- Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for all managers, staff and pupils
- Congratulate examples of good practice from the school and among individual managers, staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)

Headteacher and senior staff will:

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that managers and staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold line managers accountable for effective policy implementation
- Provide appropriate role models for all managers, staff and pupils
- Highlight good practice from departments, individual managers, staff and pupils
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out its statutory duties effectively

Line managers will:

- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
- Be accountable for the behaviour of the staff team, individual members of staff and pupils
- Use informal and formal procedures as necessary to deal with 'difficult' situations
- Behave in accordance with the school's policies, leading by example
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
- Contribute to managing the implementation of the school's equality scheme

All staff: teaching and non-teaching will:

- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development
- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and pupils
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the school's equality scheme

All children will:

- Be and feel included, celebrated and enjoy their learning
- gain confidence in their identity and uniqueness
- not be judged, but supported in every way to learn and make progress
- be listened to, be it through verbal or non verbal communication

All Parents/carers will:

- believe that their children are included, celebrated and enjoy their learning
- trust that their child will gain confidence in their identity and uniqueness
- know that they or their child will not be judged, but supported in every way to learn and make progress
- be listened to

5: Engagement

Involving our learners, parents/carers and others

Engagement – Participation and Involvement

Describe how the development of the policy has been inclusive of the whole school community, taking into account the protected characteristics listed under the Equality Act 2010:

‘We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities.....’

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school’s approach, such as disability equality groups and other relevant special interest organisations.

Evidence of this engagement will be included in the published material showing how the duty has been addressed.

6: Using information – Equality Impact Assessment, data and other information

Evaluating the impact in terms of the outcomes

Equality Impact Assessment (EQIAs)

EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

7: Our School's Equality Objectives

Key priorities for action

Equality Objectives	Protected Characteristic A. age (for staff only) B. disability C. ethnicity and race D. gender (sex) E. gender identity and reassignment F. pregnancy, maternity and breast feeding G. religion and belief H. sexual orientation
1. gather data on protected characteristics from CPRs and use to inform practice and monitoring and further development	all
2. publish data on website and actions to improve celebrating diversity at OEYC	all
3. monitor achievement of specific groups including: BME boys Progress of boys	C, D
4. monitor involvement levels with all children – including BME	all
5. monitor CC involvement and FGN data to include protected characteristics	all
6. promote cultural diversity and celebrations and identity through variety of events and activities across the year – see events planner and publish on internet and newsletters which festivals / cultures we are including	all
7. listening to and observing children and their wellbeing levels, targeting intervention – see development plan	all
8. continue to develop children's uniqueness and identity through PSED work / curriculum	all
9. where possible, increase applications and shortlisting of practitioners and staff, and volunteers to increase diversity of adults in centre to be positive role models for the children	all