

Version:		Model by:	The Key	Ratified on:	27.02.2025
Date written:		Frequency:	Annually	Review date:	Feb 2029
Signed:	Signed copy in Governors folder			Chair of governors	

Castle Vale Nursery School Statutory Policy Equality Information and Objectives (public sector equality duty) statement for publication

It is the aim of the Governing Body of Castle Vale Nursery School and Children's Centre to support the implementation of policies and procedures which support the vision of:

Making a difference. All of our children, all of the time.

We follow the policies and procedures from Birmingham City Council and Birmingham Safeguarding Children Board (BSCB) which includes the government's prevent strategy.

Equal opportunities for all - 'An entitlement to learning must be an entitlement for all pupils'. Our school uses the Equality Act 2010: To treat everyone Equally and Fairly regardless of: Age, Disability, Gender, Gender Identity, Race and Nationality, Religion or belief, Pregnancy, Marriage, Sexual Orientation. Our children are treated as individuals with their own abilities, difficulties, attitudes, backgrounds and experiences.

This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC) Article 2 (non-discrimination), Article 3 (best interests of the child), Article 12 (respect for the views of the child), Article 13 (freedom of expression), Article 16 (right to privacy), Article 23 (children with a disability), Article 28 (right to education), Article 29 (goals of education), Article 30 (children from minority or indigenous groups), Article 31 (leisure, play and culture).

Within this policy and in our daily practices, we also 'Promote British Values'. These are:-

- Democracy: Everyone has a voice and a say in what we do and how we do it
- Mutual Respect: We admire and acknowledge everyone's abilities, qualities and achievements
- Liberty: We have the freedom to make our own choices
- Tolerance: We accept that everyone has a right to their own views and opinions
- Rule of Law: We have community rules and practices which keeps our learning community safe and a code of conduct for all adults working within our service.

A key statutory requirement of the Early Years Foundation Stage is that providers must promote equality of opportunity for all children in their care. This policy is about how Federation of Osborne and Featherstone Nursery Schools will meet the individual needs and interests of all children and staff. It adheres to the Equality Act 2010, where it is unlawful for a school to discriminate against a person by treating any of them less favourably because of their:

- Age
- Disability
- Gender
- Gender Identity
- Marriage or civil partnership
- Pregnancy and maternity

- Race and Nationality
- Religion or belief
- Sex
- Sexual orientation

Note: The protected characteristics of age and marriage and civil partnership apply to schools as employers, but not in relation to their provision for pupils.

Aims

Our school 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

Our school aims to promote respect for difference and diversity in accordance with our values, such as:

- Inclusion
Every child matters. Everyone matters.
- Acceptance
A warm welcome, Love, whole family, every opportunity
- Collaboration
Achieving, supporting, together.

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](#).

Roles and responsibilities

The governors will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents

- 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
- Ensure that everything the school does is fair, non-discriminatory and does not put individuals or groups of people at a disadvantage
- Consider equality implications before and at the time that they develop policy and take decisions.

The headteacher will:

- Oversee the effective implementation of this policy.
- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Take appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender, disability or sexuality

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents
- being able to recognise and tackle bias and stereotyping
- promoting equal opportunities and good race relations
- avoiding discrimination against anyone for reasons of ethnicity, disability, gender, age or sexuality
- taking up training and learning opportunities

Eliminating discrimination

The school is aware of its 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 meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training on a regular basis (at least every two years).

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school 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. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils, staff, students and volunteers to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

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

- Monitor and moderate data across the school. This will involve looking at different groupings e.g. children with SEND, English as an Additional Language.
- Analyse the data, looking at the strengths and areas for improvement. Implement actions to address the gaps moving forward.

Fostering good relations

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

- Following the Early Years Foundation Stage Curriculum.
- Continuing our work as a SILVER Rights Respecting School
- Treat others as you would wish to be treated yourself
- Being a resource for the community and the community being a resource for the schools

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, is this accessible to pupils with a disability?

Public Sector Equality Duty and Equality Objectives

Statement

At Castle Vale Nursery School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We are committed to providing equality of opportunity and anti-discriminatory practice for all children, families, staff, governors, volunteers and community members who come into our Nursery School.

Inclusion at Castle Vale Nursery School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. It also ensures that we recognise and celebrate the differences that exist amongst us, that we treat all people fairly and that we strive to eliminate discrimination wherever it exists. We are committed to working in partnership with parents/carers and other agencies to support all children including those with learning difficulties and disabilities.

We will challenge inappropriate behaviour, language or attitudes with regards to race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation, disability and age.

We are committed to:

- providing a secure environment in which all children can thrive and in which all contributions are valued;



- providing a range of resources depicting different ethnic groups, family structures and people with disabilities;
- improving staff knowledge and understanding of issues around equality and diversity;
- including and valuing the contribution of all families to our understanding of equality and diversity.

To help achieve our objectives of providing equality of opportunity and an environment free from discrimination and prejudice, we will:

- ensure that equal opportunity is at the heart of our vision with an insistence that all pupils will do well;
- ensure that everything the school does is fair, non-discriminatory and does not put individuals or groups of people at a disadvantage;
- ensure that pupils' and families' names are accurately recorded and correctly pronounced;
- ensure that services are equally open and available to all parents/carers and children within the local community;
- ensure that issues of race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation and disability do not hinder a child, parent, carer or staff member from accessing services;
- treat all children, their parents/carers, staff and volunteers with equal concern, respect and value;
- have regard for promoting understanding, respect and awareness of diversity and equal opportunity issues through the planning and implementation of our curriculum/activities;
- ensure all children are able to celebrate and express their cultural and religious identity by providing a wide range of appropriate resources and activities;
- ensure that our recruitment policies and procedures are open, fair and non-discriminatory;
- endeavour to recruit a team of staff which reflects the diversity of the local community;
- encourage staff to be positive role models to children by displaying and promoting tolerant and respectful behaviour, language and attitudes and challenging any discriminatory behaviour;
- ensure all staff receive necessary training.

We are committed to taking positive and proactive steps to ensure that we provide equality of opportunity in a safe and caring environment, free from discrimination, for everyone in our community.

We will ensure that our equality and inclusion procedures counteract and eliminate both direct and indirect discrimination in decision making, employment practices and service provision and to ensure that our services strive to achieve equality of opportunity for all.

We recognise that achieving the objectives of this policy relies on the active involvement and support of parents/carers. We encourage parents/carers to comment on the effectiveness of this policy and its related procedures.

Equality objectives

The Governing Board have set these Equality Objectives for the next 4 years. These objectives will be reviewed regularly and as part of School Improvement.

Objective 1

Monitor and analyse pupil achievement and progress by race as well as gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Why we have chosen this objective: Improve outcomes for all children and continue to close the gaps in attainment and achievement

To achieve this we plan to: Regularly review children's learning in all areas of learning and identify children who require additional support. All staff have child reflection time each week. Summatively assess and moderate across school three times a year.

Progress we are making towards this objective: Izzie is meeting with staff every week to identify children needing additional support and to support staff with their knowledge, understanding and skills.

This will be reviewed in February 2026

Objective 2

Ensure the resources / books we use are representative of a more diverse range of the community in terms of race and nationality, gender identity, sexual orientation (e.g. families with two Dads) and disability.

Why we have chosen this objective: To ensure the curriculum and resources promotes positivity about different types of families in our society. The diverse range of our community is changing and our current resources and books do not reflect the diverse range of our community.

To achieve this we plan to: Review resources and books we use. Purchase additional resources where any gaps are identified

Progress we are making towards this objective: This will be reviewed in February 2026

Objective 3

Review Rights Respecting Schools strands and outcomes and successfully be reaccredited the SILVER award, working towards gold in the future.

Why have we chosen this objective: The Award improves the lives of children in the UK by taking a whole school approach to putting children's rights at the heart of school policy and practice. An approach based on rights can impact on attainment, attendance, and a reduction in racist and other prejudiced attitudes.

To achieve this we plan to: Work towards being reaccredited as a SILVER rights respecting school. Silver and gold accreditations are valid for three years, after which time schools must be re-accredited. We were last awarded in February 2018.

Progress we are making towards this objective: This will be reviewed in February 2026.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Staff Code of Conduct
- Special Educational Needs and Disability Policy
- Safeguarding and Child Protection Policy

This policy will be reviewed on a four yearly basis and whenever significant changes to the systems and arrangements take place.