

The TLC Nursery Federation



Equality and Inclusion Policy

This policy applies to Slough Centre Nursery	
Policy reviewed and updated:	March 2025
Date of next review:	March 2026
This policy will be subject to ongoing review and may be amended prior to the scheduled date of the next review in order to reflect changes in legislation where appropriate.	

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1. 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, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

Slough Centre Nursery school aims to promote respect for difference and diversity in accordance with our values, such as Community, Nurture, Empowerment & Adventure.

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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and

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 the school, including to staff, pupils and 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 on a daily basis to the headteacher
- Meet with the designated member of staff for equality regularly and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics
- Will promote knowledge and understanding of the equality objectives among staff and pupils
- Will liaise with the Senco in identifying any staff training needs, and deliver training as necessary

All school 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 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. 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 September.

5. 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
- Encouraging people who have a particular characteristic to participate fully in any activities

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

- Regularly review the impact of our policies on the needs, entitlements and outcomes for children, staff and parents from the equality strands referred to in this policy. We pay specific reference to the impact that our policies have on the attainment of children from different groups
- Assess children's learning on entry, spring-term and end of year. This enables us to monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust adult support, planning and improve provision and resources
- Report to the Governing Body regular updates on children's performance information School performance information is compared to previous years to ensure that children are making appropriate progress when compared to previous cohorts as there is no national benchmark to measure progress for nursery age children.
- As well as monitoring children's performance, we also regularly monitor a range of other information. This relates to: SEND, EAL, EYPP Attendance
- We use the Leuven Scales of Well-being and Involvement to rate the children's levels of WB & I on entry and again each mid-term. If levels are low parents are consulted and interventions are put in place. Our monitoring activities enable us to identify any differences in children's performance.

6. 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:

- We aim to provide all our children with the opportunity to succeed, and to reach the highest level of personal achievement.
- To do this, teaching and learning will:
 - Enable all children to follow their own interests through 'Planning in the moment'
 - Ensure equality of access for all children and prepare them for life in a diverse society;
 - Use materials that reflect a range of cultural backgrounds, without stereotyping
 - Promote attitudes and values that will challenge discriminatory behaviour;
 - Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
 - Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
 - Seek to involve all parents and carers in supporting their child's education
 - Provide educational visits and extra-curricular activities that involve all children
 - Take account of the performance of all children when planning for future Learning and setting challenging targets
 - Make best use of all available resources, including Pupil Premium funds to support the learning of all groups of children
 - Identify resources that support staff development.
 - Work with our local community, including leaders of local faiths and community groups to speak about festivals, culture and traditions

6.1 Slough Centre Learning Environment:

There is a consistently high expectation of all children regardless of age, gender, ethnicity, ability or social background. All children are encouraged to build on their own achievements and become independent learners. Parents and carers are also encouraged to view their own children's achievements in this light. To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all children;
- Adults in the Nursery will try to provide good, positive role models in their approach to all issues relating to equality of opportunity
- The Nursery places a high priority on the provision for special educational needs and disability. Where appropriate, individualized support is given and an individual education plan drafted to provide the best possible support. This Nursery creates an enabling environment in which all children have equal access to all facilities and resources
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all children.

6.2 Ethos and Atmosphere:

- At Slough Centre Nursery, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community
- There should be an 'openness' of atmosphere which welcomes everyone to the Nursery
- The children are encouraged to greet visitors to the Nursery with friendliness and respect
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored
- The building accords easy vehicular access to people with disability
- Provision is made to cater for the spiritual needs of all the children through planning of group-times, visits and visitors to the nursery

6.3 Resources and Materials

The provision of good quality resources and materials within Slough Centre Nursery School is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society including people with disabilities
- Reflect non-stereotypical images of all groups in a global context
- Include materials to raise awareness of equal opportunity issues
- Be equally accessible to all members of school community consistent with health and safety
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials

6.4 Language

We recognise that it is important at Slough Centre Nursery School that all members of our community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend

- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self-esteem

We continually review our practice and monitor children's achievements, aiming to close any gaps between monolingual peers and those with English as an additional language. The Nursery embraces linguistic diversity and places high value on the home language which is encouraged and nurtured.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The school always considers the impact of significant decisions on particular groups. For example, when a school activity is being planned, the school considers whether the activity:

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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: To ensure those involved in the recruitment and selection process are fully aware of our legal requirements

To achieve this objective, we plan to: Add equality and discrimination training for the governors

Progress we are making towards this objective: Equality and discrimination training has been scheduled on SMARTLOG.

Objective 2

Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January of next year, to help address the under-representation of people with disabilities in the school workforce.

Why we have chosen this objective: This will reflect our commitment to equality to the wider public and inform applicants that we welcome applications from people with disabilities in the school workforce.

To achieve this objective, we plan to: Add the logo to all future vacancy posts and application forms
Progress we are making towards this objective: Discussion with office manager regarding adding the Two Ticks symbol to future applications and forms.

Objective 3

To enhance the curriculum and advance equality by ensuring our curriculum reflects the cohort that currently attends

Why we have chosen this objective: To increase cultural awareness and tolerance of other faiths and religions and promote understanding of cultural practices amongst the staff, children and families at nursery

To achieve this objective, we plan to: Work in partnership with families and the community to engage in festivities, stories and food and explore cultures beyond the currently celebrated and reflected in the curriculum

Progress we are making towards this objective: CPD Unconscious bias – training for all staff, undertake audit of environment Spring term 2.

9. Monitoring arrangements

The headteacher will update the equality information published at least every year. This document will be reviewed by the full governing board annually for the policy and information and at least every 4 years for the objectives This document will be approved by the full governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy