


# Chapel Street Nursery School

## EQUALITY STATEMENT

Approved by GB	Date: November 2021
Signed by Chair	Signature: 
Due for Review	Date: November 2025 – Statutory – every 4 years

### Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the importance of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any child or family**)
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above. However, where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

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

We recognise that these duties 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.

In fulfilling our legal obligations, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

## **Values and Ethos**

Playing Together, Exploring Together, Learning Together

### Values

- We are a fully inclusive setting and respect the child for who they are and where they come from.
- We value parents as the first educator of the child and develop strong links with our families.
- To ensure Chapel Street is a safe and healthy setting where our children enjoy coming.
- To ensure our staff are well trained and up to date with current research.

### Ethos

- We endeavour to instil a lifelong desire to learn by providing high quality teaching.
- Strive for brilliance.

- We will start from where a child is in their development and their interests. Identify next steps to extend children’s skills and help them reach their full potential and be confident and social young people.
- We know that children learn through exploring and we will provide opportunities for children to explore both indoors and outside.
- We foster independence in our children giving them freedom of choice; we encourage them to manage risk.
- We work towards being a valued part of our community providing services that meet the needs of our families.

February 2017

### Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and families who experience any form of prejudice related discrimination may fair less well in the education system and in life. We provide our children, families and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

### Responsibility

We believe that promoting Equality is a whole school responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head teacher /	As above including: Promoting key messages to staff, parents and children about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including child awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Head as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for children. Uphold the commitment made to children and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that they are aware of their responsibility to record and report prejudice related incidents.

School Community	Responsibility
All other Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher on how children, families and parents/carers can be expected to be treated Support colleagues within the school community Ensure that they are aware of their responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Children	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how children and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

**We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on our website: [www.chapelstreet.luton.sch.uk](http://www.chapelstreet.luton.sch.uk)**

### **Breaches**

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

### **Monitor and Review**

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

2017

May