



Rockwood Nursery School

Equality Policy

September 2024-25

Aims:

The policy outlines the commitment of the staff, children and Governors/Management of Rockwood Nursery School to ensure that equality of opportunity is available to all members of the community.

For our setting this means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of children in the setting, whilst celebrating and valuing the equal opportunity achievements and strengths of all members of the setting's community.

These include:

- Children
- Staff
- Parents/carers
- The Governing Body
- Multi-agency staff linked to the setting
- Visitors to the setting
- Volunteers and Students on placement

Our school aims to meet its obligations under the public sector equality duty 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

Having due regard for advancing equality involves:

Removing or minimising disadvantages suffered by people due to their protected characteristics.

Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.

Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The Main Characteristics of Rockwood Nursery School

The school is situated in a grade 2 listed building on 2 floors, with a separate newer build which is used for our younger children. This has some impact on our provision, staffing needs, set up and access. We have ongoing planning applications with LA and negotiations with the local council to improve the windows, heating and ventilation. The nature of the site as an adapted historic old mill owner's house means that we have a mature garden which is utilised as a forest school for our children.

CONTEXT OF THE SCHOOL

Rockwood Nursery School serves a wide geographical area of mixed socio-economic background and serves 34% of families within the top (E*) 5% of multiple deprivation. Children attend from the age of 2-4 years and can attend for up to 3 years, term time only. The school offers a variety of funded and paid places and up to 45 thirty hour places. It offers wrap around breakfast and after school clubs run by the school.

The Headteacher's leadership has secured ongoing sustained development.

The Headteacher is the chair of the Federation of Maintained Nursery Schools in Lancashire.

The Headteacher participates in the local Burnley cluster of heads to inform development and current good practice as well as provide support and mentoring for other newer headteachers.

The Headteacher works with the local primary schools to support the families and identify joint development.

The nursery currently feeds to approximately 17 primary schools.

Key features of the school

3 classes:

- Hedgehogs - 2-3 year olds
- Owls and Squirrels - 3-4 year olds
- Robin Room – nurture and support room

Numbers on roll (September 2024):

Basic Characteristics
Pre3, Nur - All Pupils (99 pupils)

Year Group	No. of Pupils	Boys	Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational	SEN Support	Statement	Education, Health and	No. of Looked after Children
Pre3	33	19 (57.6%)	14 (42.4%)	3 (9.1%)	0 (0%)	6 (18.2%)	5 (15.2%)	4 (12.1%)	4 (12.1%)	0 (0%)	0 (0%)	1 (3.0%)
Nur	66	35 (53.0%)	31 (47.0%)	8 (12.1%)	0 (0%)	7 (10.6%)	3 (4.5%)	15 (22.7%)	15 (22.7%)	0 (0%)	0 (0%)	2 (3.0%)
All	99	54 (54.5%)	45 (45.5%)	11 (11.1%)	0 (0%)	13 (13.1%)	8 (8.1%)	19 (19.2%)	19 (19.2%)	0 (0%)	0 (0%)	3 (3.0%)

* Includes pupils with **Information Not Obtained**.

Socio-economic

January 2024 census data: highest levels of multiple deprivation 72%

- **Deprivation Figures**
- **Overall Multiple Deprivation Index**
- **Cumulative Figures**

	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>
E*	38.1	39	38.1	32.8
E	40.0	32.4	28.3	26.7
D-E*	80.86	79.2	76.13	68.1
Number on Roll	105	105	113	119

The highest level of deprivation identified was Health Deprivation and Disability Index at 85% E. Income Deprivation affecting children has increased slightly last year with 1.68% at A and 28.57% at A or B.

Ethnic heritage

Table 2: Pupils' Ethnicity

Ethnic Group	No. of Boys	No. of Girls	% Pupils
Asian and Any Other Ethnic Group	1	1	2.0
White - English	48	38	86.9
Information Not Yet Obtained	1	1	2.0
White European	1	0	1.0
White Eastern European	2	2	4.0
Other Pakistani	1	1	2.0
White Other	0	1	1.0
Gypsy	0	1	1.0
All	54	45	100.0

- EYPP

Autumn Term 2023	Spring Term 2024	Summer Term 2024
30%	30%	32%

- SEND

Autumn Term 2024	R2025	R2026	R2027
% pupils with SEN			
pupils Inclusion Funding	5		
% pupils with EHCP	0	0	0
Number of Pupils – DAF Funding (Disability Access Funding)	0	0	0

- CLA – 1, Prev CLA - 2

The majority of our children (32.8% MDI at Spring 2024 census) come from the highest multiple deprivation area of Burnley Wood or surrounding areas in comparison to national figures. Although the nursery school is based on the edge of Burnley Wood, we border outlying villages and farming areas. This means that our cohort is mixed of EYPP children and 30-hour children with many of these latter families involved in key worker roles. The children's needs and our provision are therefore adapted and planned accordingly.

Ethnic background of children – there has been a rise in the number of children from ethnic backgrounds other than white British:

17 (13.4%) – 2021-22, 22 (16.8%) – 2022-23, 14 (11%), 2023-24 – 11 (13.1%) 2023-24. Of these, most are from eastern Europe.

There are 6 different languages spoken at home by children at Nursery. 91.9% speak English as their first language. With Romanian, Hungarian, Polish, Slovak, Punjabi and Spanish making up the other 8.1%.

There has been a slight rise again to children eligible for EYPP having had a drop in 2021-22:

16 (12.6%) – 2021-22, 39 (29.8%) – 2022-23, (30%) 2023-24 . This is higher than the Lancashire average.

SEND numbers have been increasing and we were above Lancashire average again at Spring 2024 census:

N1 18.4% LA 9.8%, N2 14.1% LA 11.5% and 1.6% N2s with an EHCP compared to LA average of 0.5%.

Full SEND summer figures for the last 3 years are:

28 (22%) – 2021-22, 39 (29.8%) – 2022-23, 36 (27%) – 2023-24

The EAL number is slightly lower than LA average with N1s 3.7%, LA 23%, N2s 7.7%, LA 28.6% at spring 2024 census.

11 (8.7%) – 2021-22, 14 (10.7%) – 2022-23, 14 (11%) – 2023-24

We have had a number of CLA and previously CLA children over recent years, supported and placed from Lancashire as well as further afield. We find that social workers and family CLA support groups recommend us to new families who are within the area.

Although attendance is non-compulsory for nursery-age children we still take attendance very seriously and have worked with families and integrated new office systems to follow up any absences. We are pleased to have a gradual increase of attendance over the last few years up to 88% at the present time. Absences of more than 1 session are chased up with parents and all attendance issues are monitored via CPOMs.

0 Permanent or fixed term exclusions.

We have a small number of children who move out of or into the area each term and join or leave us. We also have termly intakes of children where we have capacity. In recent years, the numbers taken in in summer term has been reduced due to limited capacity and limited staffing numbers.

We have no staff with any disabilities.

We have 1 child with disability funding due to physical health issues

Legislation and Guidance

This document refers to 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

Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools and the Equality and Human Rights Commission: Technical Guidance for Schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

[Technical Guidance for Schools in England | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://www.equalityhumanrights.com/en/technical-guidance-for-schools)

Roles and Responsibilities

Under this section identify who will be responsible for undertaking action in relation to the Policy. A senior member of staff needs to have special responsibility for equalities matters. In addition, a member of the governing body has a watching brief for equalities matters.

Faith Stringer – Headteacher is responsible for equalities matter.

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, and that they are reviewed and updated at least once every four years

Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher - The Community Governor (responsible for Equality) is Margaret Brindle.

They will:

- Meet with the designated member of staff for equality every term 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.
- All staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality.

Eliminating Discrimination

At Rockwood Nursery School, we recognise that all members of the school and our wider community are of equal value. 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 4 years.

The Headteacher is responsible for monitoring equality issues, aided by our equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Advancing Equality of Opportunity

Removing or minimising disadvantages suffered by people which 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 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:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Fostering Good Relations

As a school, we believe that we should treat each other with care, respect and kindness, and that strong positive relationships make a great school. We aim to foster good relations between those who share a protected characteristic and those who do not share it by:

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

Working with our local community. This includes inviting leaders of local faith groups to speak at nursery, and organising school trips and activities based around the local community.

Encouraging and implementing initiatives to deal with tensions between different groups of pupils and their families if anything is identified.

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Publicising the Policy and Plan

This policy and plan will be made available in the following areas:

- Website
- Policy file
- Staff induction file
- Staff meetings
- School Server

Equality Objectives for 2024-2025

- Implementation of a Nurture Room - Set up of Robin Room and resource it appropriately (staff and physical resources)
- Further develop support for CLA and previous CLA with additional needs/trauma - Trauma and attachment training for all staff
- Train staff in specific ASD support - Attention Autism training

Monitoring Arrangements

We will review and update the equality information we publish at least each year to demonstrate how we are meeting the aims of the general public sector equality duty.

Considering Equalities in Decision Making

Our 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.

We keep a written record to show we have considered equality issues and asked relevant questions about the impact of our decisions on different groups in the school community.

Equality Action Plan 2024 - 2025

Objective	Action	Lead/Timescale	Cost	Success Criteria
Implementation of a Nurture Room	Set up of Robin Room and resource it appropriately (staff and physical resources)	FS & KB November 24	£5756	Children with additional needs make good progress across their TLPs
Further develop support for CLA and previous CLA with additional needs/trauma	Trauma and attachment training for all staff	AC Education September 24	Funded by LCC Virtual Schools	Staff understand the reasons for children's additional needs and how to support them
Train staff in specific ASD support	Attention Autism training	KB & JHu by Summer 25	£360	All staff are knowledgeable in supporting ASD children in groups