



## ***St Paul's Nursery School and Children's Centre***

### **EQUALITIES STATEMENT 2023 - 2025**

We are a complex, inner city Nursery School and Day-care provision, providing Early Years places for up to 220 part time children from aged 6 months – 4 years. We also host the Central Bristol Children's Centre and the Bristol Early Years Teaching Hub.

The children who attend come from a diverse range of socio-economic and cultural backgrounds. This diversity is one of the main characteristics of our nursery and one which we celebrate, learning from our community every day.

Our children speak up to 18 different languages.

#### **At St. Pauls Nursery School and Children's Centre, we are committed to equality.**

We strive to ensure that every member of our nursery community feels included here, safe and has a sense of belonging.

We work hard to ensure equality permeates throughout all aspects of nursery life and is everyone's responsibility.

We appreciate that people have different lived experiences, needs, and ambitions and therefore achieving equality requires us to identify and remove potential barriers to inclusion, connection and learning.

We place high value on everyone being proud of their identity, diversity and family makeup and celebrate differences.

#### **Our Legal Duty**

- We welcome our duties under the Equality Act 2010 to eliminate discrimination; advance equality of opportunity and foster good relations in relation to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race and ethnicity, religion or belief, sex and sexual orientation
- We 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.

#### **Guidance**

In fulfilling the legal obligations referred to above and our ambitions for a safe and inclusive learning community we will:

1. See all members of the nursery community as of equal value whether or not they are disabled; whatever their ethnicity, culture, religious affiliation, national origin or socio-economic circumstances; whichever their gender and sexual orientation and whatever their age
2. Provide space to listen and understand from each family's personal history
3. Recognise that treating people equally does not involve treating them all the same.
4. Foster and promote positive attitudes and relationships, and a shared sense of cohesion and belonging by:
  - Promoting listening, attention, collaboration, understanding, tolerance, and friendship in our interactions, daily routine and curriculum
  - Ensuring our learning environment and curriculum represents a variety of backgrounds and viewpoints and reflects the diverse backgrounds of our children
5. Listen, learn from, and work in partnership with our local community.
6. Ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner.

7. Strive to do all we can to avoid or minimise possible negative impacts and take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between those with protected characteristics and others.

8. Ensure we have due regard to equality considerations whenever policies are introduced or reviewed, always considering the impact of significant decisions on particular groups.

9. Aim for our policies and activities to benefit the wider nursery community and society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.

#### Roles and responsibilities

- ○ The leadership team, staff team and governing board ensures that any equalities information and objectives as set out in this statement are made available to the entire St Pauls learning community, and that they are reviewed and regularly updates.
- ○ Responsibility is delegated to the SLT to monitor achievement towards these goals
- ○ The leadership team will promote knowledge and understanding of equalities practices and the equality objectives amongst the nursery learning community, monitor success and report back to the FGB
- ○ All staff are expected to have regard to this document and to work within the guidance to achieve the objectives. They have a duty to deal with incidents of discrimination and know how to identify and challenge bias and stereotyping. They must ensure they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination and must keep up to date with equalities legislation.

#### **Addressing prejudice and prejudice-related behaviour:**

St Pauls Nursery School and Children's Centre challenges all types of discriminatory behaviour and this is made clear to staff, children, families/carers, and governors.

The Nursery has a clear, agreed procedure for dealing with prejudice related incidents and reports any such incidents to the Governors on a termly basis.

## Equalities Objectives 2023 – 2025

To ensure our continued compliance with the Equality Public Duty Act we have the following Equality Objectives for 2023 – 2025.

### Objective 1 Teaching and Learning

**Review and evaluate our Equalities practices and provision, teaching and learning to ensure children and families experience a high-quality inclusive setting that reflects and celebrates the identities of our community.**

Objective rationale : post pandemic inequalities evident in communities with impact on children’s experiences, health, life chances; ongoing historical attainment gap for minoritized and disadvantaged groups of children; new and changing staff team, impact of Covid on staff experiences necessitates re-establishing policy and procedures, practice and pedagogy to ensure equality, diversity, equity and inclusion embedded in setting.

We recognise and acknowledge that children and families continue to experience discrimination and inequalities that impact on their experiences, health and life chances.

We recognise that children and families have a right to provision that supports everyone to reach their full potential and have an equal chance to live their life as they choose.

We will continue to develop practice and provision that has a sharpened focus on narrowing the attainment gap for minoritized and disadvantaged children.

We will continue to commit to find out about children’s families, homes and traditions, ensuring that children can see themselves and their families in the environment.

We will continue to work with families in an equal partnership that requires actively listening to the realities, experiences and perspectives of each individual.

We will ensure that our curriculum reflects the hopes and ambitions we have for ALL children, including the Promise “I know my uniqueness and embrace diversity ( PSED4).

We will review and evaluate our policies and professional development, our practice and pedagogy to ensure all practitioners and staff are confident

- in addressing all forms of discrimination and prejudice;
- willing to challenge stereotypes and misunderstandings;
- and, can share the rich cultural capital and funds of knowledge they themselves carry from their own diverse backgrounds.

We will actively seek partnerships with parents and families, academics and wider community to ensure “critical voices” as we evaluate and develop policies, procedures and practices that ensure inclusion, participation, equity and celebration of our rich and diverse communities.

## **Objective 2 Inclusive and Neuroaffirmative Practice**

**Ensure children with neurodiverse developmental pathways experience an enabling and empowering environment that supports their individual and diverse motivations, interests and needs.**

Objective rationale : rising numbers of children with neurodivergent developmental pathways; increased pressure on services for diagnosis and support; increased awareness of changing and compelling narratives around so-called SEND practice and provision; COVID-19 impact on children and families ( language, social interaction, independence / access to services ).

We acknowledge all children's development is holistic and consists of strengths, interests, differences and areas of need and also recognise that while many children have neurotypical minds and bodies, others have development that diverges from this and

We will continue to develop neuro-affirming practices that ensure all children thrive, including designing nurture spaces that offer enhanced staffing ratios, opportunities to build skills and experience all of the curriculum from their unique, personal starting points.

We will develop provision that supports children to experience quieter spaces, offering opportunities to relax, retreat and emotionally and cognitively 'regulate' successfully.

We will develop an Inclusion Team across the setting that actively engages and shares widely in Continued Professional Development in Neuroaffirmative Practices, challenging outdated narratives and beliefs about SEN.

We will work in close partnership with parents, carers and families to celebrate their unique child, support through the process of identification, assessment and diagnosis, and offer ongoing opportunities to have their voice valued and validated.

We will develop policies, procedures and practices that reflect a celebratory framework, a strengths-based approach and provision that helps children learn positive self identity.

## **Objective 3 Governing Body**

**Increase the representation and proportion of governors from local black and minoritized communities over the next two years.**

Objective rationale : black and minoritized communities not represented equally on our Governing Body; ambition to hear rich diverse voices from local and wider-Bristol communities; ambition that service addresses needs and lived experiences of communities that access Nursery School and Children's Centre.

We value and support fair and equal representation from our diverse community, recognising the unique, rich and diverse voices, experiences and viewpoints that this community offers.

We will actively encourage parents and members of the wider community to become governors.

We will actively recruit members from our city-wide community that come from minoritized groups.