



**Curzon & Fawood Nursery Schools  
& Family Wellbeing Centre**

# Equalities Policy

**Policy Lead: Executive Head**

**Approving Committee: Curriculum**

**Reviewed: Autumn 2020**

**Next Review Due: Autumn 2021**

**Approved by the Governing Board on: .....**

**Signature of Chair: .....**

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## **1. Mission Statement**

As a Partnership, Curzon Crescent and Fawood Children's Centres are committed to ensuring equality of education and opportunity for all children, staff, parents, and carers receiving services from the Centre, irrespective of race, gender, disability, faith, religion, or socio-economic background. We aim to treat everyone with respect, taking into consideration each person's needs and circumstances. We aim to value diversity and to ensure all opportunities are open to all. We aim to develop a culture of inclusion and diversity in which all those connected to the Centre feel proud of their identity and able to participate fully in centre life.

We will tackle discrimination by the positive promotion of equality, challenging bullying and any stereotypes and creating an environment which champions respect for all. As a Partnership we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, and visit here.

## **2. Equality and the Law**

### **A: The Equality Act 2010**

The Act replaced all existing equalities legislation in October 2010. The Act replaced nine major Acts of Parliament.

The Governing Body recognise that it is unlawful for the Partnership to discriminate against, harass or victimize any pupil or service user:

- In relation to admissions
- In the way it provides education and services
- In the way it provides parents/families access to any facility or service
- By excluding a pupil or subjecting them to any other detriment

## **B. Protected Characteristics**

It is unlawful to discriminate by treating pupils and families less favourably because of their:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

## **C. Unlawful Behaviour**

The Partnership (as does the Act) recognises unlawful behaviour as:

- Direct discrimination – treating anyone less favourably, because of a protected characteristic, than they treat others
- Indirect discrimination – when 'a provision, criterion or practice is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic
- Harassment – 'unwanted conduct, related to a relevant protected characteristic which has the purpose or effect of violating a person

## **D. The Public Sector Equality Duty – General Duty**

The Governing Board of the Partnership have due regard to the need to:

- Eliminate discrimination and contact that is prohibited through the Act
- Advance further equality of opportunity
- Foster good relations

The Governing Board of the Partnership in demonstrating 'due regard', thus places relevant and proportionate emphasis on the duty by:

- Ensuring that our Vision and Values have equality as a driver
- Ensuring that key policy and practice decisions are taken with due regard
- Ensuring that equality implications are at the forefront of the above and not as an afterthought
- Ensuring that the Public Sector Equality Duty is integral to our work and not a tick box exercise

Our work to both promote equality and eliminate discrimination is at the heart of all we do. **E.**

## **The Public Sector Equality Duty – Specific Duty**

The Governing Board recognise that the specific duties help the Partnership fulfil its obligations under the general duty. The partnership will therefore:

- Publish information in order to demonstrate compliance, and update this annually
- Prepare and publish equality objectives that reflect the breadth and depth of our work

## **3. Implementing the Public Sector Equality Duty**

### **A. Information – Our Community (see Appendices 1 & 2)**

### **B. Equality Objectives**

Our Partnership Development Plan has ambitious outcome targets for all that we do.

In order to achieve these, engagement with families is our overarching equality focus and each team has captured this in their targets for engaging with targeted families – a term used within the Ofsted framework for Children's Centre; but which also applies to our nursery schools and Additionally Resourced Provision – Rainbows **(see Appendix 3)**

#### **4. Policy Review**

The Governing Board will review this policy annually, in conjunction with Development Planning to ensure that the Policy's success is inextricably linked to improving outcomes.

## Appendix 1 – Contextual profile of Maintained Nursery Schools – Curzon Crescent and Fawood

### Curzon Crescent Nursery School - Contextual profile 2017

At the beginning of the academic year there were **76 children of 3-4 years of age**. The majority (43 = 56%) of the children attend for 30 hours – of these 57% are entitled to free school meals. **30% of the cohort are eligible for Free School Meals** and 30 hour provision, **26% of the cohort are eligible for 30hrs as they have Working Parent's/Carers** and the other **43% receive the universal 15hours**.

The **majority (58%) of the children are girls**. The **large majority (76%) have English as an additional language**, with Somali, Arabic and Urdu being the most widely spoken after English. Close to half (46%) of the EAL speakers are at the 'New to English' or 'Early Acquisition' stages of language development in English.

**Eleven children (14%) entered mainstream nursery with identified SEND** relating to a range of needs: hearing impairment, Autism, referral to Paediatric team due to SLCNs. Only **one child has an Education Health Care Plan (EHC)** and five children have been allocated a Child with Disability (CWD) place.

At the beginning of the academic year there were **31 children of 2-3 years of age**. They are all eligible for 15 hours provision.

The **majority (61%) of the children are boys**. The **large majority (74%) have English as an additional language**, with Somali being the most widely spoken language followed by English with Arabic and Urdu in lesser numbers.

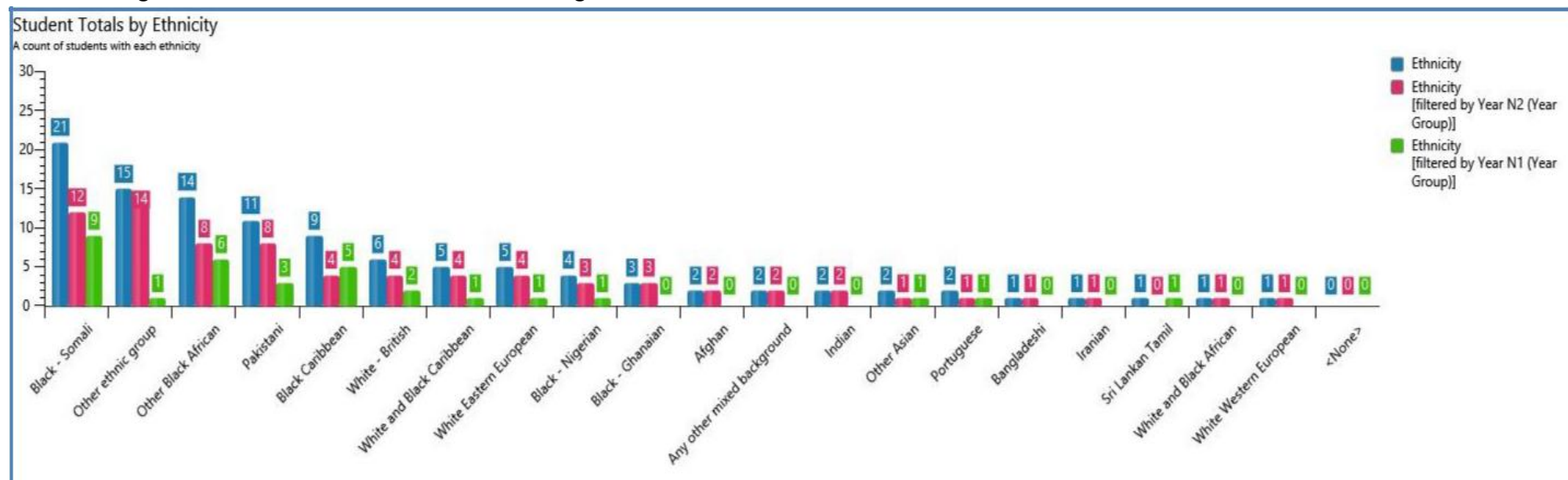
**Three children (10%) entered the NEG2 provision with identified SEND** relating to a range of needs namely Down's Syndrome and referral to a Paediatric team due to SLCNs. Only one child has been allocated a Child with Disability (CWD) place.

#### Ethnicity

**Mainstream – 95% ethnic minorities from 27 different ethnic backgrounds**

**NEG2 – 91% Ethnic minority from 15 different ethnic backgrounds**

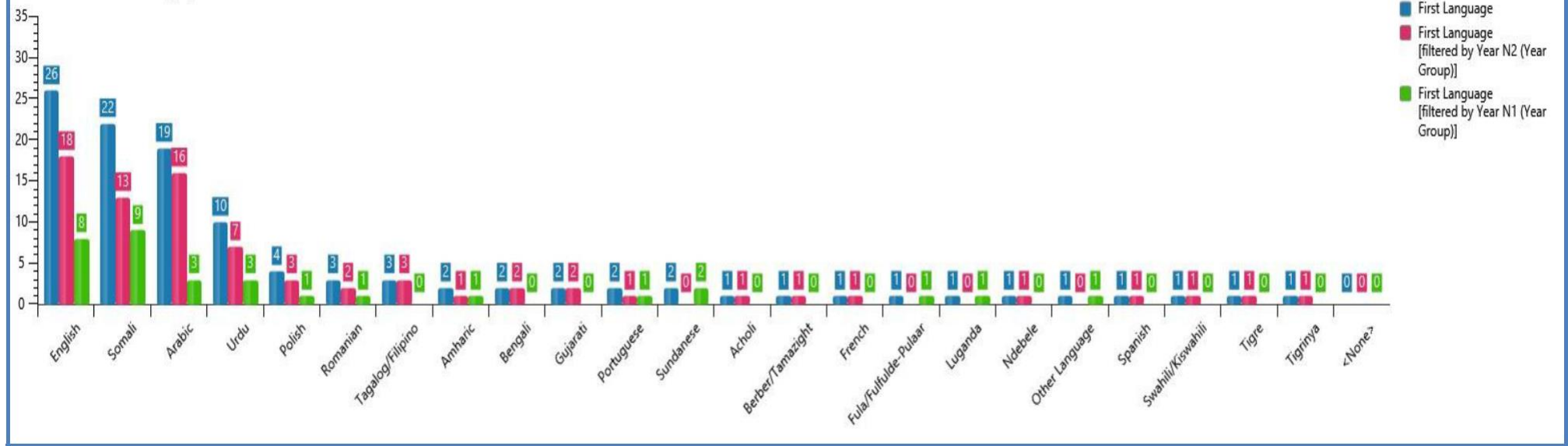
**Whole setting – children from 30 different ethnic backgrounds**



# Languages

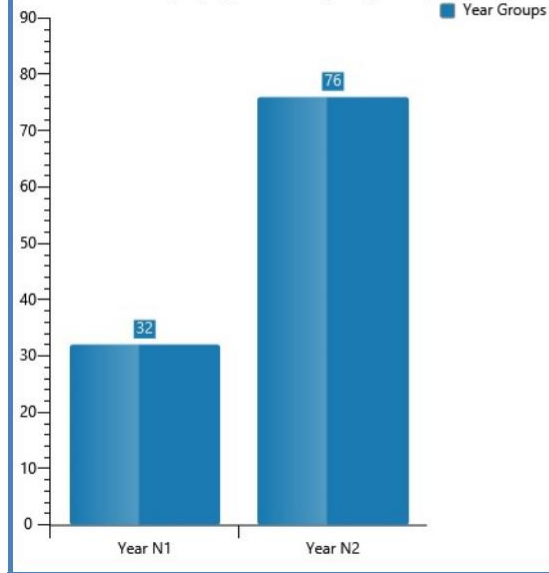
## Student Totals by First Language

A count of students with each first language



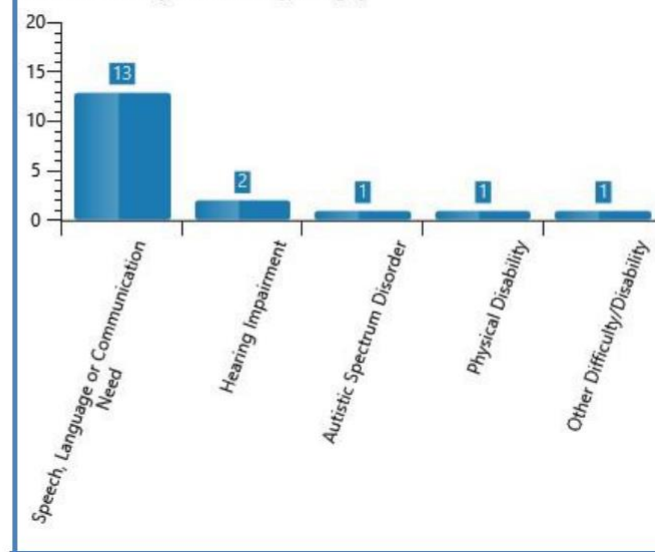
## Student Totals by Year Group

A count of students in each year group, with drill through to registration group



## Students by SEN Need Type Category

A count of students by their SEN need type category



## Fawood Nursery School - Contextual profile 2017

At the beginning of the academic year there were **50 children of 3-4 years of age**. The minority (**23 = 45%**) of the children attend for 30 hours – of these 74% are entitled to free school meals. The majority **54% of the children in the cohort receive the universal 15hours**, **34% of the cohort are eligible for Free School Meals** and 30 hour provision, and a further **12% of the cohort are eligible for 30hrs as they have Working Parent's/Carers**.

The majority (**62%**) of the children are girls. The very large majority (**92%**) have **English as an additional language**, with Somali and Arabic being the most widely spoken followed by English. 41% of the EAL speakers are at the 'New to English', 51% are at the 'Early Acquisition' stages of language development and 8% are developing competence in English.

**Five children (12%) entered mainstream nursery with identified speech and language needs.**

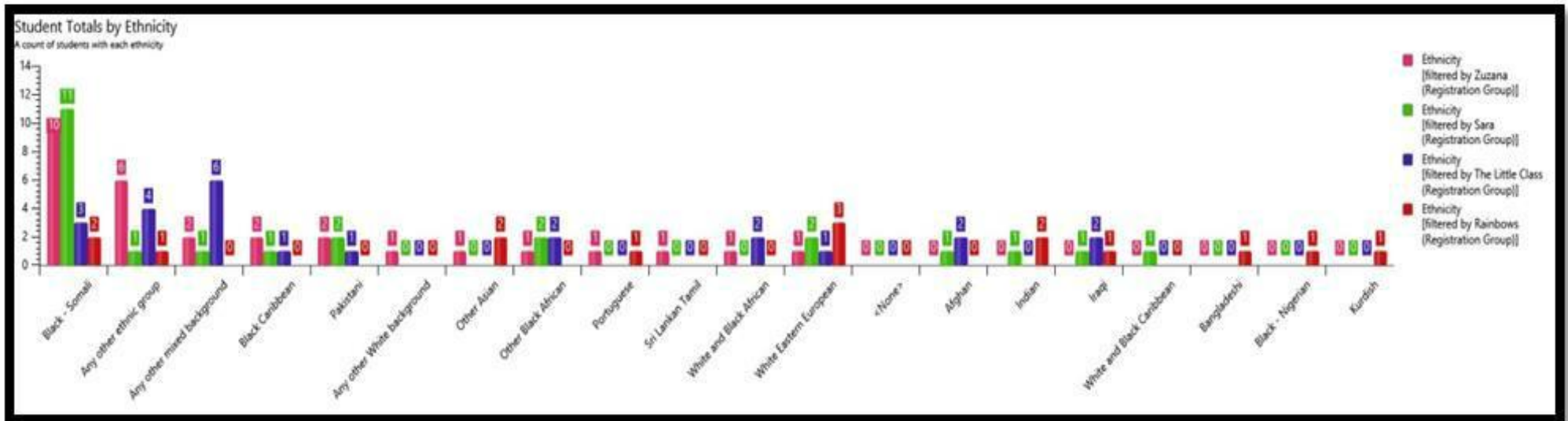
At the beginning of the academic year there were **24 children of 2-3 years of age**. They are all eligible for 15 hours provision. **The majority (56%) of the children are boys**. **Most children (92%) have English as an additional language**, with Arabic being the most widely spoken language, followed by English.

**Three children (13%) entered the NEG2 provision with identified SEND** relating to a range of needs namely Autistic Spectrum Disorder, Global Developmental Delay, with one child awaiting a SOCAS assessment.

## Ethnicity

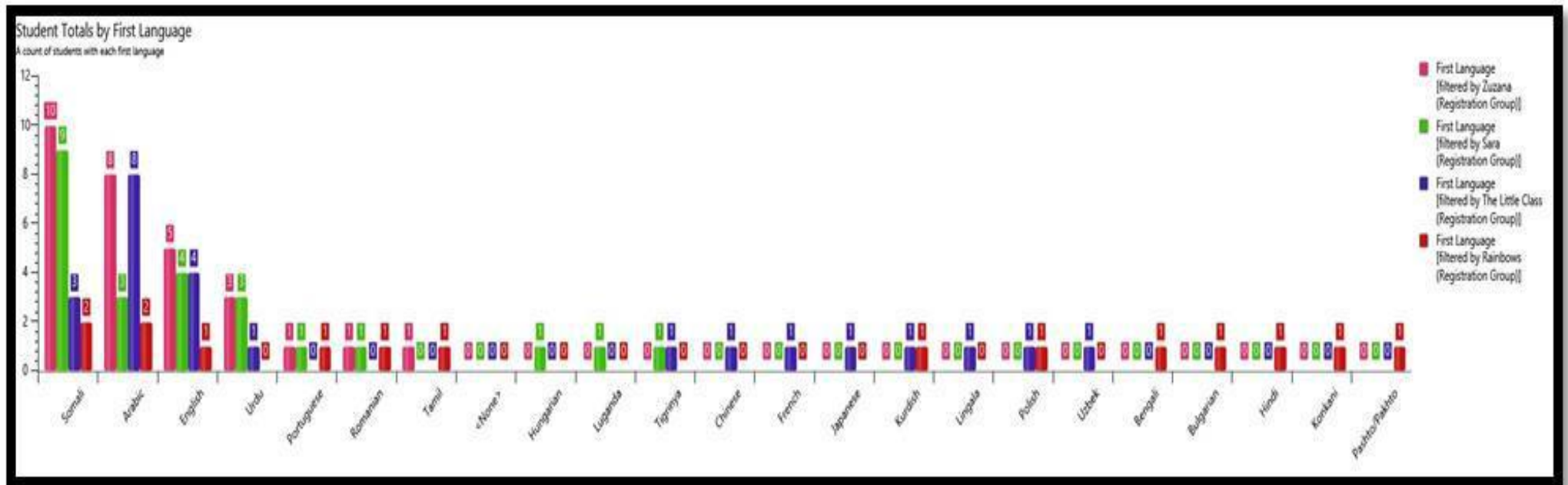
Mainstream – All of the children come from ethnic minority backgrounds

NEG2 – All of the children come from ethnic minority backgrounds, with 25 different community languages spoken by the families





## Languages



### Additionally Resourced Provision - Rainbows 2017

There are 14 children attending Rainbows, one child has a fulltime place, thirteen children attend for fifteen hours. One child moved out of borough during the settling in period, and two children from the mainstream nursery received diagnosis during their settling in periods and transitioned to Rainbows.

There are 13 (93%) boys and 1 (7%) girl.

All of the children attending Rainbows are targeted children and have a diagnosis of ASD.

All of the children are from minority ethnic backgrounds and have English as an Additional Language.

There are currently no vulnerable children attending Rainbows

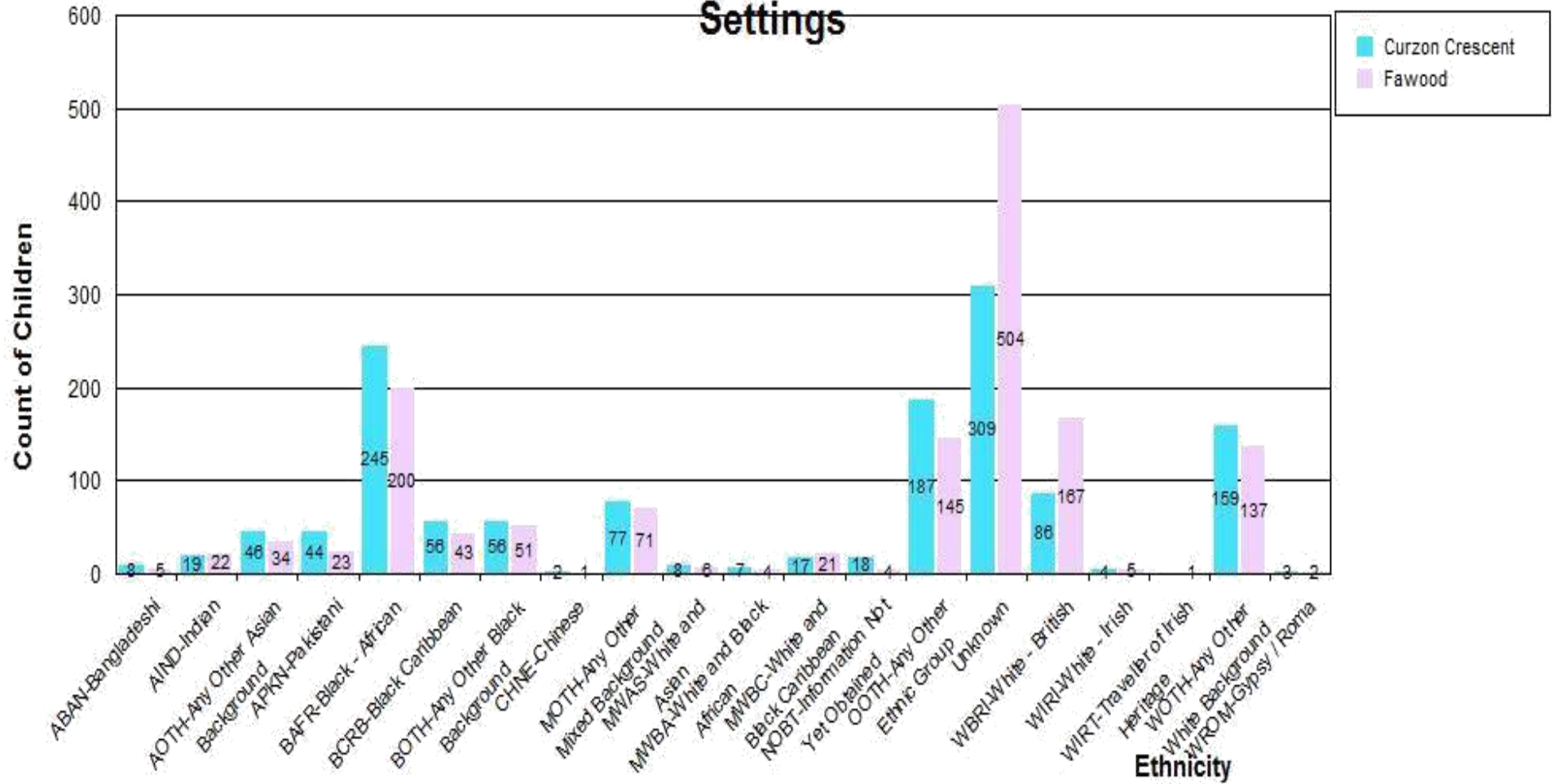
Ethnicity	%	Number
Asian	35%	5
Black African (Somali)	21.5%	3
Iraqi	7.5%	1
Kurdish	7.5%	1
White European	28.5%	4

## Appendix 2 - Children's Centres Partnership Contextual Profile 2017

Curzon Crescent Children's Centre	<b>1351</b>	<b>Total</b>
Fawood & Challenge House Children's Centres	<b>1446</b>	
		<b>2797</b>

Ethnicity of Children Registered <b>Curzon Crescent</b>	%	Total	Ethnicity of Children Registered <b>Fawood</b>	%	Total
Bangladeshi	1%	8	Bangladeshi	0%	5
Indian	1%	19	Indian	2%	22
Any Other Asian Background	3%	46	Any Other Asian Background	2%	34
Pakistani	3%	44	Pakistani	2%	23
Black - African	18%	245	Black - African	14%	200
Black Caribbean	4%	56	Black Caribbean	3%	43
Any Other Black Background	4%	56	Any Other Black Background	4%	51
Chinese	0%	2	Chinese	0%	1
Any Other Mixed Background	6%	77	Any Other Mixed Background	5%	71
White and Asian	1%	8	White and Asian	0%	6
White and Black African	1%	7	White and Black African	0%	4
White and Black Caribbean	1%	17	White and Black Caribbean	2%	21
Information Not Yet Obtained	1%	18	Information Not Yet Obtained	0%	4
Any Other Ethnic Group	14%	187	Any Other Ethnic Group	10%	145
Unknown	23%	309	Unknown	35%	504
White - British	6%	86	White - British	12%	167
White - Irish	0%	4	White - Irish	0%	5
Traveller of Irish Heritage	0%	0	Any Other White Background	9%	137
Any Other White Background	12%	159	Traveller of Irish Heritage	0%	1
Gypsy/Roma	0%	3	Gypsy/Roma	0%	2

## Summary of Settings



### Appendix 3 - Equality Objectives 2017 – 2018

Strategic Area: Equality Strand				Lead: Executive Headteacher		
<p>Key Objectives: Build on the principal that good practice has equality at its heart and further develop and improve in response to parent/carer requests, observed needs of children and information taken from data.</p>				<p>Outcomes: Work towards diminishing the difference between children eligible for EYPP and those who are not. Ensure that all children have a voice and their choices are heard Parents/carers voices are heard and training meets the identified needs</p>		
TASKS/ACTIONS	LEAD	TIMESCALE		RESOURCES	SUCCESS CRITERIA	MONITORING
		Start	End			
To improve the attainment and progress of children eligible for EYPP & NEG2	Lead Learners DHT All staff			SIMS training £100	The large majority of children make at least 3 levels of progress Analysis of cohort, groups and individuals informs planning. Parents/carers are invited to at least 3 meetings a year and have a clear understanding of children's progress and attainment. Governors are kept informed of progress & attainment of groups and cohort.	Analyse data 4 times a year. DHT report to Curriculum committee  Children's Progress Meetings
Extend REAL project & home visit target children during the year – modelling use of story/maths sacks	DHT	Jan 18	June 18	Replenish story/maths sacks £200	Targeted children make at least expected levels of progress. Parents/carer are more engaged with children's learning and the difference is diminishing	Data EyLog entries Team meetings
Enable each child to have a voice in Rainbows – by ensuring PECs options are displayed and on offer at all choosing times and adult led learning sessions	TiC of Rainbows	Sept 17	July 18	n/a	Children will display lower levels of frustration as they use PECs to communicate	Staff feedback SEND gov report
Provide termly training for family services team on strategies and approaches that work well with children with autism	SENCO	Nov 17	June 18		The family services team confidently understand how better to support and refer children and families with SEND	Staff feedback & evaluations GB monitoring
Working in response to need. Providing differentiated EAL classes to increase parents/ carers confidence and fluency in English and increase employability – whilst providing with crèche facilities	FSM	Sept 17	Dec 17	BACES /Brent Start to provide tutor	75% retention rate during course with the majority of parent/carers going on to do subsequent training. Higher number of children entering nursery at 'developing competency' of acquiring English level.	Data Termly evaluations E start data
Family services providing/delivering Level 1Childcare & Education course Short sessions where parents/carers can learn more about their part in supporting their child's behaviour and learning	FSM & FSW	Oct 17	July 18	Brent Start to provide tutor for CC&E course	More parents/carers able to enter job market & support their own child's learning. Parents/carers with higher expectations and knowledge of developmentally appropriate responses to their children's learning & behaviour.	Termly evaluations E start data

<b>Aspiration:</b> Equality Objective				<b>Lead:</b> Executive Headteacher		
<b>Key Objectives:</b> Build on the principal that good practice has equality at its heart, and in response to parent/carer requests, further develop and improve observed needs of children and information taken from data.				<b>Outcomes:</b> <ul style="list-style-type: none"> <li>Sustain the position that children who are eligible for EYPP make substantial and sustained progress and reach typical development on exit.</li> <li>Ensure that all children have a voice and their choices are heard Parents/carers voices are heard and training meets the identified needs</li> </ul>		
TASKS/ACTIONS	LEAD	TIMESCALE		RESOURCES	IMPACT	MONITORING
		Start	Finish			
Sustain the attainment and progress of all children especially those eligible for EYPP & NEG2	LL DHT All staff	Sept 18	July 19		Analysis of cohort, groups show sustained levels of attainment over time	DHT report to Curriculum committee. Children's Progress Meetings.
To provide IT course/support for parents preparing for further education courses or employment. Provide IT access and support for EYLog access and engagement, completing on-line applications for YR.	DHT FSM	Oct 18	July 19	N/A	At least 65% completion rate for course. Most EYLog learning journeys have parental comments.	Evaluation forms. Applications. EYLog entries.
Working in response to need.  Providing differentiated EAL classes to increase parents/ carers confidence & fluency in English & increase employability	FSM	Sept 18	July 19	Brent Start to provide tutor and access to crèche facilities	75% retention rate during course with the majority of parent/carers doing subsequent training. Higher number of children entering nursery at 'developing competency' of acquiring English level.	Data.  Termly evaluations.  E-start data.
Partnership staff will continue to practice high quality inclusion, especially in quality first teaching and carefully targeted interventions as a model for staff at other settings in Brent. (EY's SEND Hub)	SEND CO	Oct 18	July 19	N/A	High quality inclusive practice will be shared throughout the borough leading to better educational experiences for children with SEND and their families.	Learning walks.  Review meetings.
Review and monitor our provision as part of the BCBA project. Create an action plan and monitor the impact of the project.	LL	Jan 19	July 20	£1K	BCB continue to make good levels of progress and achieve in line with national expectations.	Action Plan BSP audit Curriculum Committee