

The Federation of Kintore Way Nursery School & Children's Centre & The Grove Nursery School Equality Policy

Section 1

The **Public Sector Equality Duty** requires our Federation to publish information about Equalities.

The **Equality Act 2010** clearly states that the following areas must be taken into account.

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Gender reassignment

People identified in these groups are considered to have a protected characteristic.

1. General Duties

The three aims of the Public Sector Equality Duty are to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The information we publish and analyse must be clearly linked to the three aims of the Public Sector Equality Duty. These are known as the General Duties, which are the things that schools aim to achieve.

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.
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- [Southwark Stands Together](#) and [Southwark 2030](#). The expectation is that this policy also considers the pledges of Southwark stand together and the three principles of Southwark 2030.
- This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).
- The Federation ensures that equality, inclusion and non-discrimination are embedded within the Early Years Foundation Stage (EYFS) framework and underpin all aspects of teaching, learning and care.

Our federation aims to meet its obligations under the Public Sector Equality Duty (PSED) 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.
- Our federation aims to promote respect for difference and diversity in accordance with our values.

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 federation, including to staff, pupils, and parents.
- Ensure that the published equality information is updated every year, and that the objectives are reviewed and updated at least every 4 years.

The equality link governor is Charita Venkatesh They will:

- Meet with the designated member of staff for equality twice a year and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they are 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 Executive 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.

Eliminating discrimination

- The federation 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.
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- 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.

Personal Development and Wellbeing

We adopt a 'whole federation approach' to the children's individual needs. All staff work together to guarantee the inclusion of all children and ensure all children including those with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing.

We have adopted a '**Loving Pedagogy**' as a whole federation approach.

We ensure that the federation's procedures for managing behaviour are fair and equitable to children from all groups. The positive behaviour management policy outlines our approach to behaviour and are procedures. Behavioural records are monitored by the lead person for behaviour to ensure that children receive the support they need, there is no discriminatory practise and our provision and teaching is accessible for all children. The school recognises that children's behaviour is a communication and we take time to find out more about the child, their family and the support they need. We actively take time to listen to what children want to tell us. We are aware that children come with many experiences including Adverse Childhood Experiences (ACE's) that can impact on how they communicate their needs and their development. We look beyond the behaviour and see a child who is struggling to handle something difficult and this encourages us to help them in their distress.

The federation operates a key person system to ensure children's cultural needs are met and each child's wellbeing is supported. We recognise that all children have a right to be listened to and for their views and rights to be taken seriously. Opportunities are provided for children to engage in extended communication with adults within their small key group times and during the sessions.

Children have opportunities to be outdoors on a daily basis all year round, as this has a positive impact on children's sense of wellbeing and helps all aspects of children's development.

Provision

We want all the children at each school to have a strong sense of identity and to respect one another. We ensure that our resources and displays reflect the diversity of our society encouraging children to explore in a positive way the differences and diversity of people. We aim to make full use of all the resources within our local ethnic minority communities and families support us in ensuring there is print in children's home language on display around each school.

We continually reflect on the provision provided to ensure that all children including those with SEND are able to fully access the curriculum by providing extra support, changes to provision or additional resources where appropriate.

Careful consideration is put into the environment we create at each school, we are thoughtful about the use of colour within our environment and we aim to create a calm setting with cosy spaces which feels homely and welcoming and supports all children to access available resources reflecting the different communities that form our school.

Teaching and Learning

The federation's approach to learning is child-centred and we use each child's individual interests as a starting point for learning. Adult interactions are sensitive and staff skilfully support children's learning using a wide range of teaching strategies.

All children irrespective of disability, gender, race, ethnicity, religion, belief, sexual orientation or gender reassignment, have an equal right to experience a high-quality education in which they feel valued and respected.

Our planning provides opportunities to tackle key inequalities for children including gender stereotyping, preventing bullying and raising attainment for certain groups while extending the children's knowledge and experience of other cultures, languages and celebrations.

Practitioners plan for each child's individual care and learning requirements, including the additional or different provision required to meet particular individual needs and we link experiences from home to the school. We provide opportunities for all children to experience bilingual stories and other activities which encourage parents and partners to share their community language(s).

We recognise that the attitudes of young children towards diversity are affected by the behaviour of the adults around them and by whether all children and families using the setting are valued and welcomed by centre staff. At Kintore Way we have high expectations of practitioners to model polite, respectful and welcoming behaviour to all children, parents and each other.

Children are supported to develop an understanding of fairness, respect and diversity in an age-appropriate way and are encouraged to express their views and experiences.

Progress, Attainment and Assessment

Each school has high expectations for its children. We strive to ensure children from all groups have high levels of attainment and rates of progress. We quickly identify children who need some support of a high level of support to support their learning. Children's progress is tracked through the cycle of observation and assessment, teaching and learning and planning and resourcing. We recognise that the child's parents are their first and most enduring educators and we are committed to creating good home/school links through tours, stay and play sessions, home visits and the key person approach. The key person ensures there is individual planning for each child, undertaken in partnership with each parent/carer which aims to promote inclusion for every child.

Assessment data is analysed to identify any groups at risk of not meeting their age-related expectations and teaching and learning adjusted accordingly to ensure progress is made.

Staff Recruitment and Professional Development

The federation will appoint the best applicant for each job regardless of their disability, gender, race, ethnicity, pregnancy and maternity, religion, beliefs, sexual orientation or gender reassignment providing they have the legal right to work in this country.

We will encourage applications from all sections of the community and in particular those who are currently under-represented in childcare and early education. All staff have equal opportunities in areas such as training and career development. The governing body recruits from a wide range of ethnic groups.

Reporting and Recording Discriminatory Behaviour Including Racist Incidents

Any incident which is perceived to be racist or discriminatory by the victim or any other person will be investigated as a potentially discriminatory incident.

A racist incident can involve any of the following;

- Verbal abuse and threats – name calling is the most common expression of racism or discrimination
- Racist graffiti
- Provocative behaviour, racist badges, bullying through mobile phones
- Racist comments through the course of discussions in the School
- Ridicule of cultural or religious differences: food, dress, language etc.
- Racist jokes, insults or comments
- Physical assaults against a person or group because of disability, gender, race, ethnicity, pregnancy and maternity, religion and belief, sexual orientation or gender reassignment
- Incitement of others to behave in a racist or discriminatory way
- Refusal to co-operate/work with other children/ adults because of their disability, gender, race, ethnicity, pregnancy and maternity, religion and belief, sexual orientation or gender reassignment
- Bringing racist or discriminatory material into either School

This is not an exhaustive list and new types of incidents regularly emerge.

Appropriate action will be taken in response to any racist incidents, as it will be in response to any other form of discrimination. All allegations of racial harassment must be taken seriously and dealt with within a reasonable timescale (No more than 10 working days). All incidents, however minor they are considered to be, are recorded on an incident form. Incidents are reported to the Governing Body. Action needs to be positive but sensitive and where the incident happens with children in either school, staff need to communicate to parents/carers and provide support for the child.

Admissions and Attendance

The Federation is committed to inclusive admissions and will not unlawfully discriminate against any child on the basis of a protected characteristic. All applications are considered on an individual basis. Where a child has significant medical or additional needs, the setting will work in partnership with parents/carers and relevant professionals to identify reasonable adjustments. In exceptional circumstances, where it is not possible to safely meet a child's needs despite all reasonable adjustments, decisions will be made in the best interests of the child and in line with Equality Act 2010 requirements.

Our accessibility plan identifies objectives for improving the accessibility of our building, curriculum and information

The federation applies an admissions policy which has been agreed by Southwark Local Authority and Governors. We do not prioritise admission by time spent on the waiting list as this would be

disadvantageous to families who may have moved frequently between temporary housing, the travelling community and disadvantage asylum seeking families.

Attendance is monitored by the Executive Headteacher and Leadership Team and patterns of poor attendance are targeted with positive action.

Partnerships

We aim to make all families and users welcome and encourage them to have genuine involvement in the life of each school. Each school contributes to the life of the community and works with it to enrich the lives of the children. We regularly evaluate the community that each school caters for to ensure that workshops and external training meet the needs of our families. We also signpost families to appropriate services available in the local community.

Special Events

As nursery schools within a federation, we recognise the uniqueness of our children and families and are committed to personalised learning to ensure all individual needs are met. We are proud of the diversity of our community and take every opportunity to celebrate this and recognise how much we can all learn from each other.

The federation celebrates a range of festivals and cultural celebrations including; Nigerian Independence Day, Black History Month, Diwali, Christmas, Chinese New Year, Eid Al- Fitr, St Georges Day, Windrush Day and Easter.

During our celebrations we encourage our families to visit the classrooms and talk to the children about how they mark these important occasions as a family.

We believe it is crucial for children to have a sense of identity. Parents regularly come to read to children during group time in their home language.

Gender Action

The federation has joined '**Gender Action**' and we are at the supporter level. We strive to ensure that there are no inherent gender differences that should limit anyone's interests, capabilities or ambitions. We encourage children to be individuals where choices are free.

Reasonable Adjustments

The Federation is committed to making reasonable adjustments to ensure that children, staff and families with disabilities are not placed at a substantial disadvantage and can fully access all aspects of provision.

Training

Equality is incorporated into all of our training to ensure there is a continual understanding of good practice in equality.

SECTION 2

2023-2027 Equality Objectives

Objective one:

To embed the 4 E's of the anti-racist framework

Embrace all children's racial, cultural and religious backgrounds.

Embed a culture of belonging and value amongst practitioners and children.

Ensure that practice is culturally sensitive and that the child is positioned as the expert of their own identity.

Extend learning opportunities for the child by showing interest, expanding conversations and using culturally appropriate resources.

Objective Two

To ensure the curriculum is rich in opportunities to develop communication through the use of a range of strategies including; Objects of Reference, Signs and symbols, Picture Exchange Communication Systems, intensive interaction and back and forth conversations.

Objective Three

To have a curriculum and learning environment that does not encourage or reinforce gender stereotyping. This may include;

- Swapping around the pronouns in books and songs.
- Giving children all the options for toys, clothes, colours.
- Don't give different compliments to a girl that you would not give to a boy.
- Provide images which counteract gender typing.

Responsibilities

Governing Body

The Governors will be responsible for:

- Making sure the federation complies with the Equalities Act 2010.
- Ensuring the Equality Statement is implemented.
- Ensuring the Equality objectives are met.

Executive Headteacher

The Executive Headteacher is responsible for:

- Making sure the equality statement is readily available and that the Governors, staff, children and their parents and partners know about it.
- Ensuring the equality statement is followed.
- Ensuring the Equality objectives are met.
- Producing regular information for staff and Governors about the statement and how it is working and providing training for them on the policy if it is necessary.
- Making sure all the staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.

All school staff will:

- Be responsible for ensuring that incidents of discrimination or/and harassment are speedily recorded and reported.
- Understand what constitutes discrimination or/and harassment and why reporting is important.
- Show no tolerance of discrimination or harassment, even casual racist undercurrents should not go unchallenged.
- Keep up to date with the law on discrimination and take up training and learning opportunities.
- Ensure all children's, parent's and users names are pronounced and spelt correctly.

Monitoring

The Senior Leadership Team will monitor:

- Pupil progress and assessments for different groups of children.
- Teaching and learning, to ensure it meets the needs of different groups of children.
- The involvement of parents and children in different activities.
- Parental involvement on their child's learning and development including attendance at meetings and appointments.
- The ethnicity of staff in post, by grade, applications for employment, training and promotion.

Breaches of the Policy

If there is a breach of this policy, the Senior Leadership Team will take action through the Federation's disciplinary procedure, a copy of which is kept on the Federation Computer system and a hardcopy in each school office.

Impact

The impact of equality objectives is reviewed regularly and informs future planning and school improvement priorities.

Links to Other Policies and Documents

School Improvement Plan

SEND Policy

Teaching and Learning Policy

Safeguarding and Child Protection Policy

Section 3:

Annual Equalities Information Academic Year 2025-2026

Based on Spring 2026 Census

Attendance

	Spring 2026
Whole School	80.5
SEND	81.4
Non -SEND	79.5
EYPP	78.9

This report provides an analysis of pupil demographics to support equality, diversity, and inclusion (EDI) monitoring. It identifies key characteristics of the school population and highlights areas for continued development.

Pupil Information [Spring 2026 Census]

- **Total pupils on roll:** 99
- **Age range:** 9 months to 4 years
- **Nursery phase setting**

Gender Profile

- **Male pupils:** 58
- **Female pupils:** 41

Analysis:

There is a slightly higher proportion of boys than girls.

Ethnicity & Language Diversity

Language Diversity

- **English as first language:** 46 pupils
- **English as an Additional Language (EAL):** 53 pupils (~54%)

Range of languages spoken

- Arabic (5), Spanish (7), Bengali (4), Somali (2)
- African languages including Akan, Yoruba, Lingala, Krio
- European languages including Portuguese, French
- Other languages (12 pupils)

Analysis:

- Over half of pupils speak English as an additional language.
- The school has **significant linguistic diversity**, with over 20 languages represented.
- This highlights the importance of:
 - Strong communication and language support
 - Visual learning strategies
 - Parent engagement for families with limited English

Socio-Economic Disadvantage

- **Eligible for Free School Meals (FSM):** 41 pupils (~41%)

Analysis:

- A high proportion of pupils are from **economically disadvantaged backgrounds**.
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- This suggests increased need for:
 - Early intervention
 - Family support services
 - Access to enriched learning opportunities

Special Educational Needs and Disabilities (SEND)

Overall SEND

- **Pupils with SEND: 50 (51%)**
 - EHCP: 3
 - SEN Support: 47

Primary Areas of Need

- **Speech, Language & Communication Needs (SLCN): 38 primary cases**
- Other needs include:
 - Physical disability (3)
 - Autism (3)
 - Hearing impairment (2)
 - Down syndrome (1)

Analysis:

- Over half of pupils have identified SEND, which is significantly above national averages.
- The **dominant need is speech and language**, aligning with early years development priorities.
- This reinforces the need for:
 - Targeted speech and language interventions
 - Specialist staff and training
 - Multi-agency working

Early Years Pupil Premium (EYPP)

- **Eligible pupils: 45**
- **Not eligible: 54**

Analysis:

- Nearly half of pupils attract EYPP funding.
- This supports targeted interventions for disadvantaged children.

Inclusion Indicators

Strengths

- Highly diverse and inclusive school community
- Strong representation of EAL learners
- Clear identification and support for SEND
- Good uptake of EYPP funding

Potential Barriers

- High levels of socio-economic disadvantage
- Very high SEND levels, particularly speech and language
- Large proportion of children learning English as an additional language

Actions Taken by the School

In response to the high number of SEND pupils at Kintore Way we commissioned a speech and language therapist to work across all classrooms this academic year to provide a bridge between speech and language therapy in clinic and the support offered by our teaching staff. Training has been provided on Adult Child Interactions and staff have been coached on how to develop the use of visuals to support communication.

Sensory circuits have been introduced to support children's emotional regulation and attention and additional resources purchased to deliver these interventions.

We are currently piloting a Specially Gathered Provision for children with complex needs.

Priority Actions

- 1. Strengthen Speech & Language Provision**
 - Expand interventions and specialist support
 - Train staff in communication strategies
 - 2. Enhance EAL Support**
 - Increase use of visuals, dual-language resources, and translation
 - Strengthen parental engagement
 - 3. Target Disadvantage**
 - Monitor FSM/EYPP progress closely
 - Provide enrichment opportunities
 - 4. Family Engagement**
 - Tailor communication for diverse linguistic backgrounds
 - Offer workshops for parents
 - 5. Ongoing Monitoring**
 - Regularly review equality data
 - Track outcomes for key groups
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Staff Equality Data Nov 2025

<u>Gender</u>	<u>Ethnicity</u>	<u>Disability</u>	<u>Age Profile</u>	<u>Pregnancy/ maternity</u>
<u>Male:1</u> <u>Female:</u> <u>21</u>	<u>Bangladeshi 1</u> <u>Black African 1</u> <u>Black Sierra Leonean 1</u> <u>Black Caribbean</u> <u>1</u> <u>White British 13</u> <u>White and Black African 1</u> <u>White European 2</u> <u>Any other white other 1</u>	<u>2</u>	16–24 1 25–34 1 35–44 5 45–54 7 55–64 6 65+ 2	<u>0</u>

Analysis of Workforce Equality Data

- The workforce is **predominantly female**, which reflects sector trends in early years education.
 - There is **good ethnic diversity**, with a range of ethnic backgrounds represented, broadly reflecting the community served.
 - A **small proportion of staff (9%) have declared a disability**. The federation recognises that this may be underreported and will continue to promote a culture of openness and support.
 - The age profile shows a **strongly experienced workforce**, with most staff aged 35+, contributing to stability and expertise.
 - There are currently **no staff on maternity leave**, though policies are in place to support this when applicable.
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Section 4

Progress on Meeting Equality Objectives

Objective	Actions	Progress
Promote Equality through Anti-Racist Practice	Embrace all children's racial, cultural, and religious identities; Foster belonging and respect; Ensure culturally sensitive practice; Position child as expert of identity; Extend learning through conversations and culturally relevant resources.	Community events across have been well attended with parents bringing food that reflects different cultures. This has provided the opportunity for children and adults to taste food they may not otherwise eat. Families are invited to come to nursery to share important festivals and celebrations
Enhance Communication Development	Provide curriculum with strategies: Objects of Reference, Signs and Symbols, PECS, Intensive Interaction, Back-and-forth conversations.	We have been developing a total communication approach with the introduction of 'Chat Boards' Refresher training with staff and videos of good practice made.
Challenge Gender Stereotypes	Use gender-neutral language in books and songs; Offer equal access to toys, clothing, colours; Provide consistent compliments; Display images counteracting stereotypes.	Children are encouraged to play with all resources and positive encouragement used e.g. getting girls involved when playing dinosaurs and boys to play in the home corner. Currently reviewing song and music used in nursery. Mixing up songs e.g. 'The mummy called the Doctor and the Doctor said to 'Daddy called the Doctor'

This information is published on the federation website and updated annually in compliance with the Equality Act 2010

The Federation of Kintore Way Nursery School & Children's Centre & The Grove Nursery School

Policy Name

Equality Information and Objectives Policy Kintore Way Nursery School

Adopted and signed on behalf of the Federation by the Governing Body at the meeting on

Name of Governing Body Representative

Robert Weir

Signature of Governing Body Representative



Signature of Executive Headteacher



Date signed: 2nd July 2026

Date to be reviewed: Spring 2027
