



Equal Opportunities Policy

Royal Borough of Windsor and Maidenhead Equal Opportunities Policy

Cookham, Maidenhead and The Lawns Nursery Schools have adopted the RBWM Equal Opportunities Policy as outlined below, and reviewed it in consideration of the Equality Act 2010. As the policy does not directly relate to our work with children and families, we have agreed an additional section to the policy (see page 7), incorporated our duties towards racial and disability equality, and set equality objectives to tackle any issues of discrimination, inequality and disadvantage.

1. Introduction

The Royal Borough of Windsor & Maidenhead is committed to the promotion and development of equal opportunities in all aspects of the work of the Local Authority (LA). As a large employer and provider of services, the Council has an ongoing aim to promote equal opportunities as it impacts upon people who work for the LA and those for whom the LA provides services.

IT IS RECOGNISED THAT A POLICY IS NOT AN END IN ITSELF, AND IT IS ONLY THROUGH A COMMITMENT TO ACTION BY COUNCILLORS, MANAGERS AND EMPLOYEES, THAT EQUALITY OF OPPORTUNITY CAN BE ACHIEVED.

The Equality Act 2010 replaced 9 major Acts of Parliament to provide a single, consolidated source of discrimination law, covering all types of discrimination that are unlawful. The Act covers all aspects of school life to do with how a school treats children, parents and carers, employees and members of the community. Everything that a school does must be fair, non-discriminatory and not put individuals or groups of people at disadvantage. In particular, a school must not discriminate, harass or victimise a child or potential child in the school in relation to:

- admissions;
- the way it provides education for children;
- how it provides access to any benefit, facility or service;
- excluding a child or subjecting them to any other detriment.

What actions and behaviours are unlawful under the Act?

The Act defines a number of types of unlawful behaviour, including:

- direct discrimination;
- indirect discrimination;
- failing to make reasonable adjustments for disabled children or staff;
- discrimination arising from disability;



- harassment relating to a protected characteristic;
- victimisation of someone because they have made, or helped with, a complaint about discrimination.

Protected characteristics

The Act uses the term “protected characteristics” to refer to aspects of a person’s identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

- Age;
- Disability;
- Gender reassignments;
- Marriage and civil partnerships;
- Race;
- Religion or belief;
- Sex;
- Sexual orientation.

The protected characteristics of age and marriage and civil partnership apply to schools as employers, but not in relation to their provision for children.

Public Sector Equality Duty

The Equality Duty has two parts: the “general” duty and “specific” duties. The general duty is the overarching requirement for schools and means they must consider how their policies and practices and day to day activities impact on children and staff. Schools are required to have “due regard” to the need to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity;
- foster good relations.

The two specific duties for schools aim to assist them to meet the general duty. These are:

- to publish information to show how they are complying with the Equality Duty (this must be updated at least annually);
- to prepare and publish one or more specific and measurable equality objectives at least every four years.

2. Why the Council has this policy

Through this policy statement the LA aims to:

- ensure all employees and other individuals/organisations providing a service on behalf of the LA are aware of the equal opportunities policy, its aims and objectives, and their role in its implementation (and effectiveness);
- acknowledge the benefits of diversity by communicating and consulting effectively with all groups in the Community and by managing and promoting diversity as a major local employer;



- provide support, guidance, and encouragement to employees in implementing the equal opportunities policy;
- provide quality services in accordance with the principles of Best Value;
- provide a framework against which to monitor the LA’s performance both as an employer and service provider in respect of equality of opportunity.

3. Objectives and Benefits

The LA recognises that both its current and future workforce and the community to which it provides a range of services are made up of a diverse population. This diversity consists of differences, which include factors such as gender, age, race, disability and background etc. This policy recognises, values and responds to groups and individual differences, in particular:

- the community served by the LA in order that differences can be identified and responded to positively;
- current and future employees so that they will develop and make full use of their potential.

The LA, through this policy, will work towards:

- the elimination of all forms of discrimination in the provision of services to the community, including provision of services through a contractor;
- assisting specific groups to gain and maintain equality of opportunity through the adoption of positive action plans;
- the elimination of all forms of discrimination in recruitment, selection, promotion, training and development and all other employment-related matters.

4. The LA’s Expectation of Employees

The LA expects all employees to:

- familiarise themselves with the equal opportunities policy and any related procedures and codes of practice;
- adopt appropriate behaviour towards members of the public and other employees in a manner which promotes good practice in equal opportunities;
- reflect equal opportunities policy requirements in their written communication and publications both within and outside the organisation;
- challenge discriminatory practices and any behaviour that is likely to conflict with the requirements of this policy.

5. What the LA Will Provide

The LA will provide the following support to assist employees in meeting and undertaking their responsibilities in accordance with this policy:



- appropriate information and induction for new employees regarding the equal opportunities policy;
- an equal opportunities pack containing the policy, procedures, codes of practice and guidance notes to all employees;
- training and development opportunities to increase employees’ awareness of Equal Opportunities;
- procedures for the prompt investigation of any complaints regarding discrimination or harassment.

6. Monitoring

Employees

The LA will consult with employees through their recognised trade unions, the Joint Consultative Communication Forum and employee focus groups on the impact of the LA’s equal opportunities policy. In addition, the LA will monitor the profile of the workforce along with appointments, promotion and training. An annual monitoring report will be provided to the Personnel Panel, identifying performance against the Equal Opportunities Policy.

Members of the public

The LA will monitor the effect of the equal opportunities policy on service delivery by:

- analysing attitudes and opinions in survey results by equal opportunity classifications (by gender and ethnic group);
- following up identified issues with further specific groups;
- assessing the impact of the Equal Opportunity Policy for specific groups through the viewpoint panel;
- consulting with community representatives and/or groups.

7. Grievances and Complaints

Employees

Employees who feel they have a grievance related to any aspect of this policy should feel free to pursue this through the LA’s grievance procedure. Grievances will be considered promptly and within the time scale identified in the procedure. In appropriate circumstances the grievance may be heard by a person independent to the unit in which the employee is pursuing the grievance.

The LA will provide appropriate support to individuals who feel concerned in any way about bringing their grievance to the attention of management. This includes access to counselling in advance of an informal or formal complaint being made. Initial discussions in confidence on sensitive matters associated with this policy can take place with a Personnel Manager/Officer in the Personnel Unit.

Members of the Public

Complaints by members of the public relating to any alleged practice that is in conflict with the Equal Opportunities Policy will be dealt with under the LA’s complaints system.



Before undertaking any such complaint the relevant officer should seek advice from the Head of Personnel.

8. Accountability

The LA recognises that some elected members and members of staff have particularly important accountabilities for the successful implementation of the Equal Opportunity Policy.

Elected Members

- the Personnel Panel is accountable for agreeing the Equal Opportunity Policy and related procedures and any developments;
- the Personnel Panel will receive annual monitoring reports on the LA’s performance in adhering to its Equal Opportunity Policy;
- members of the Management Board are accountable for considering equal opportunity dimensions in the objectives within the Community Plan;
- members of the Service Boards are accountable for considering the equal opportunity dimensions in the objectives set by Service Boards.

Chief Executive and Directors will:

- receive recommendations from the Head of Personnel for the development of the Equal Opportunity Policy;
- require new initiatives for promoting equal opportunity from the Head of Personnel and provide support and commitment to their successful implementation;
- adopt measures to ensure that, in respect of their Directorates, they are operating in accordance with the Equal Opportunity Policy;
- consider Equal Opportunity objectives within service plans;
- make progress in the development of equality of opportunity with unit managers through personnel objectives and agreement at appraisal;
- receive performance reports annually from the Head of Personnel regarding the Equal Opportunity Policy.

The Head of Personnel will:

- keep the Equal Opportunities Policy under review and amend in light of national and local developments;
- chair the Equal Opportunities group;
- produce annual performance reports in respect of the Equal Opportunities Policy for elected members and directors;
- oversee a range of training and development opportunities to raise the awareness of employees about equality of opportunity;
- introduce and develop monitoring arrangements in respect of employment policies and procedures;
- provide advice, guidance, and support to units in the promotion, development and management of equality of opportunity.



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Unit Managers will:

- ensure that the Equal Opportunities Policy is implemented within their unit;
- encourage appropriate training and development of employees in their unit in respect of equality of opportunity;
- incorporate equal opportunities objectives within unit service plans;
- ensure arrangements are in place to investigate any complaints/grievances regarding service/behaviour that do not comply with the Equal Opportunities Policy;
- ensure that any written communication/publication from their unit complies with good practice in equal opportunity;
- seek appropriate advice and support to enable the Council's Equal Opportunities Policy to be complied with.

9. Review of the Policy

The Equal Opportunities Policy will be subject to review in the light of both internal and external developments.



Federation Equal Opportunities Policy for Children and Families

The notion of equal entitlement underpins all education legislation and is fundamental to the curriculum. We wish to ensure that all children and families within our setting receive education and access services which allows them to realise their potential. The Governing Body accepts the Royal Borough of Windsor and Maidenhead’s policy of commitment to equality and entitlement for all children so they reach their full potential in our schools and in the wider society. This can only be achieved if everyone in school feels valued and respected and has equal access to the education service. Discrimination on the basis of colour, race, sex, religious belief, disability or socio-economic group is unacceptable. Staff will endeavour to create a happy and caring and supportive environment by respecting and appreciating each other as individuals and encouraging the children to understand and appreciate both the common elements and the differences that may exist in the community.

We wish to secure a curriculum which, "Promotes the spiritual, moral, cultural, social, emotional and physical development of children and of society; and prepares such children for the opportunities, responsibilities and experiences of their future education."
(Adapted from Education Reform Act, 1988)

We aim to promote an awareness of equal opportunity of ethnicity, gender, ability and social circumstance.

1. Admission

The schools follow the Governing Body Admissions Policy which does not permit sex, race, colour, religion, social circumstances or disability to be used as criteria for admission.

2. Registration

Children’s names should be accurately recorded and pronounced. Children should be encouraged to accept and respect names from all cultures.

3. Discrimination

All forms of discrimination to any person in the schools are not acceptable. There is a clear understanding that everyone in the schools’ community has a responsibility to monitor and challenge racial harassment. We believe that early-years education and services should be the springboard from which potentially damaging prejudices can be challenged in a gentle, respectful and non-threatening way.



Children

Any child who intimidates or discriminates against another whether it is on the basis of race, colour, sex, religion etc., will be discouraged by a member of staff. If the incidents persist, consideration will be given to involving the parents.

Staff

In all staff appointments, the best candidate will be appointed based on qualifications and suitability for the job. No assumptions will be made about the candidate’s potential on the basis of their sex, marital status, marital intentions, family responsibilities, disability, colour, religious belief, sexual orientation etc. All staff will be given equal opportunities to be eligible for in-service training and promotion, the latter following RBWM procedures.

Parents and Visitors

Our whole school approach extends to all members of the school community.

4. Curriculum

All children must have access to the nursery curriculum and staff should encourage them all to take pride in their achievements. Staff, when observing free play, will intervene, if necessary, in a non-threatening way, to challenge assumptions about appropriate roles for each sex. All staff will be involved in planning the curriculum and in ensuring that the particular needs of individual children are appropriately and thoughtfully met. Staff will work to create a positive atmosphere which acknowledges that no harassment will be tolerated. We believe that early-years education and services should be the springboard from which potentially damaging prejudices can be challenged in a gentle, respectful and non-threatening way. In line with RBWM policy all racial incidents will be recorded. Care must be taken in the provision of play to avoid stereotyping:

Books

Provide books that show both sexes and a variety of nationalities doing a variety of jobs.

Pictures

Display, puzzles and discussion items need to be checked to avoid stereotyping.

Activities

A wide variety of activities should be provided for all the children and not specific tasks for girls or boys, e.g. woodwork, for girls and boys, a wide variety of dressing up clothes that can be used in different ways.

Visitors

Invite into school people with a variety of jobs, for example male and female police officers etc.



5. Language

Pupils and staff must feel that their language or dialect is valued and that they can use it in the school. There should be opportunities to invite people of different ethnic origin to talk about their culture.

6. Staff Attitudes

Staff must consider their own attitudes to children's behaviour, their classroom organisation and what they say to children. Staff must:

- consider whether their response to children's behaviour is dependent on the sex of the child;
- in classroom organisation, avoid dividing children by sex unnecessarily;
- listen to what you say and avoid remarks like, "Big boys don't cry".

7. Working with Parents

Children may begin nursery education with stereotyped ideas firmly established. It is important to work with parents informally, taking the opportunity to talk about issues as they arise, so that they are aware that we have an equal opportunity policy. Wherever possible, care is taken to ensure that all nationalities have equal access to information about the school and the events that take place during the school term. This may necessitate translation from English into community languages.

Every child and their family are valued and cherished as individuals; differences of culture, race, language and gender are respected and celebrated throughout the setting and in the services we provide. Moreover, the ethos of the setting, and the powerful messages children and their families receive when they first set foot inside the door, convey the feeling that every newcomer is welcomed and valued. It is our aim to promote good partnerships with parents, the community, linked professionals and organisations that are working for a 'just' society.



Racial Equality Policy

We are committed to racial equality and are opposed to all forms of racial prejudice, harassment and discrimination. We aim to create a socially inclusive ethos and environment. This is in line with our commitment to equality of opportunity for all, regardless of ethnicity, gender, age, religion or disability. We are committed to embedding British values of Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of Different Faiths and Beliefs within our curriculum.

We understand that this policy and its implementation are statutory requirements; that under the Race Relations Act 1976 (and the Race Relations amendment act 2000) it is unlawful; to discriminate either directly or indirectly on racial grounds; and that, under the criminal Justice and Public Order Act of 1994, intentional harassment is also an offence.

We believe that this commitment prepares children for life in a richly diverse and multi-ethnic society.

We recognise that there is a difference between bullying and racism, but believe that both are equally unacceptable in our community.

Definitions

This policy covers members of all ethnic and national groups, including travellers, asylum seekers and refugees. We acknowledge the following as definitions:

Institutional Racism as defined by the Stephen Lawrence Enquiry 1999

“The collective failure of an organisation to provide an appropriate service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.”

Racist attitudes and behaviour as defined by the Commission for Racial equality (CRE)

“Any hostile or offensive act by a person of one racial or ethnic origin against a person of another racial group or ethnic origin or incitement to commit such an act in:

Such a manner as it interferes with the peace and comfort of the aggrieved person;

That the quality of life of the person aggrieved is reduced;

That the person(s) aggrieved fear for their safety.”

Such acts are: Physical, Verbal or Indirect (such as excluding).

A Racist Incident as defined by the Home Office, 1999

“A racist incident is any incident that is perceived to be racist by the victim or any person.”



Aims

We aim to:

- ensure all members of the schools' communities feel safe to learn, play and work closely with others;
- ensure all members of the schools' communities are treated fairly, with respect and dignity;
- create an ethos within which racism can be recognised and challenged;
- promote cultural diversity, racial harmony and understanding;
- develop caring and positive attitudes towards people in our community and of all communities, based on respect and tolerance;
- use the curriculum to increase awareness, knowledge and understanding across a range of diverse cultures and races;
- set clear boundaries for acceptable and appropriate behaviour, understood by all members of the schools' communities;
- listen and respond promptly, seriously and sensitively to any member of the school community who is involved in any way in a racist incident;
- record all racist incidents and report them bi-annually to the LA as required;
- involve parents, carers and outside agencies if necessary;
- be aware of our own and other people's language so as to prevent racial discrimination or stereotyping;
- be vigilant in order to protect children from the risk of radicalisation and follow the guidance contained in the Prevent Duty (2015);
- adhere to legal requirements regarding racial discrimination when recruiting and selecting staff and Governors.

Putting Our Aims into Practice

The following are some of the ways in which we aim to put our commitment into practice:

- Development of positive attitudes, respect and tolerance through our Personal, Social and Emotional development curriculum planning.
- Modelling through example in our relationships in school and our welcome to all visitors.
- Use of resources reflecting diverse cultures in a non-stereotypical way, e.g. books, DVDs, artefacts and images.
- Use of group-time discussions to allow children to share and to learn aspects in relation to an awareness of racism.
- In-service training on racism for all staff when appropriate.
- Following our Admissions Policy which does not discriminate in any way.
- Ethnic monitoring of children, staff and Governors as required by the LA.
- Sensitivity towards parents' wishes regarding cultural events or activities.
- Monitoring and tracking of individual children or ethnic groups to ensure that there is no disparity in attainment and progress.



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- Responding immediately to any racist incident that occurs through sensitive teaching and discussion.
- Using appropriate strategies and resources to support children for whom English is an additional language and celebrating their bilingualism as a most positive attribute in a multicultural society.
- Ensuring that all parents for whom English is an additional language understand the information on display and given out in the form of newsletter. This may require 1:1 staff translation, explanation or assistance from other members of the school community.

Procedures

The following will be carried out if a racist incident is suspected or occurs:

- Co-Headteacher is informed and the incident is logged.
- Co-Headteacher investigates by talking to all parties involved and decides upon action to be taken.
- Racist incidents will be recorded on RBWM forms by the Co-Headteacher and kept on file and/or sent to the LA.
- Staff discussions will ascertain the best way for the incident to be tackled in the curriculum, e.g. through story, puppet role play etc.
- If necessary advice will be sought from outside agencies.
- Parents will be informed if their child is involved in a racist incident.
- Report will be made to the Governing Body of the racist incident.

Roles and Responsibilities

The Co-Headteachers take overall responsibility for the implementation of the Racial Equality Policy.

All staff are responsible for ensuring day to day implementation of this policy and for reporting incidents of a suspected racial nature to the Co-Headteachers.



Disability Equality Policy

1. Introduction

1.1 Our Federation values the individuality of all of our children and families. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of children's varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

1.2 The Disability Discrimination Act (DDA) of 1995 aims to end discrimination against people with disabilities and to improve access in all areas of life. Since 2002, it has been unlawful for schools and Local Education Authorities to discriminate against pupils with disabilities in admissions and exclusions, in education, and in associated services.

1.3 From 1st October 2004 it is unlawful to discriminate against people with disabilities by preventing them from having access to premises. Along with all other public buildings, our school is required to make 'reasonable adjustments' to enable access.

1.4 Our Accessibility Plan details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all children and staff with disabilities.

2. What is Disability?

2.1 The Disability and Discrimination Act states that "a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities".

2.2 Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long term and substantial effect on pupils' everyday lives.

2.3 Disability is not the same as special educational needs; not all children who are defined as having a disability have special educational needs, and vice versa.

3. Aims

3.1 Our Federation aims to be inclusive. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. This means that equality of opportunity must be a reality for all our children, and this of course includes children with disabilities.



3.2 We will ensure that children with disabilities have the same opportunities as non-disabled children to benefit from the education our schools provide.

3.3 We will not treat a child with a disability less favourably than others because of the nature of his or her disability.

3.4 We will make all reasonable adjustments to ensure that a child or member of staff with disabilities is not placed at a disadvantage.

3.5 We will do our best to anticipate the needs of a child or staff member with disabilities before he or she joins one of the schools.

4. Removing Barriers

4.1 The schools must make reasonable adjustments to ensure that children and members of staff and of the public are not disadvantaged.

4.2 Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try and face the child when addressing the group.

4.3 The Accessibility Plans cover the measures we have already taken, and are still taking, to improve our schools.

5. The Physical Environment

5.1 We will endeavour to improve provision for disabled children and staff by developing the physical environment of the schools, within the limits of the resources available. Where necessary, we will try to improve:

- access to the schools, by installing setting-down and picking-up points, ramps and handrails;
- movement around the buildings, for example by adaptations such as improved colour schemes, for people with impaired sight;
- accommodation within the buildings, by providing toilets for disabled children and adults;
- furniture, by procuring rise-and-fall tables, and low level sinks;
- information and communication technology, by selecting appropriate hardware and software;
- signage, by putting it in clear print.

6. The Curriculum

6.1 We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all children can take part in outdoor activities, music and



drama. We plan our out-of-school activities and school trips in such a way that children with disabilities can participate.

6.2 We use language that does not offend, and we make staff and children aware of the importance of language.

6.3 Our library, reading books and other resources contain positive images of people with disabilities.

6.4 The schools regularly review the way resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training.

6.5 Many of the adjustments we make are dependent upon individual needs, and we are moving towards more individualised approaches. Individual Education Plans are effective and manageable.

6.6 We seek and respond to guidance from the parents and the children.

7. Information

7.1 Information normally provided in writing will be made available in alternative formats that are clear and user-friendly as appropriate to the individual, such as large print, or it may be transmitted orally, or through ICT.

7.2 We always take account of disabilities, be they the children's or their parents'. For example, a parent who is visually impaired may need to be contacted by telephone rather than by letter.

8. Staffing

8.1 When advertising posts, or interviewing applicants, or deciding on appointments, the Governors and staff will follow the necessary procedures, and will not discriminate against people with disabilities.

8.2 Should a member of staff become disabled, the Governing Body will make reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in post.

8.3 All members of staff are entitled to professional development and training, and are expected to take advantage of a continuous programme of professional development.

8.4 The schools will liaise with specialists to support individual children. Among these specialists are the following: physiotherapists, educational psychologists, speech therapists, doctors, the school nurse, social workers, and the staff of the voluntary and statutory agencies. We benefit from the LA's advice, and its provision through the Sensory Consortium.



9. Health and safety

9.1 Members of staff follow the schools' procedures both for the storage and for the administration of medicines to children. We also have procedures for when blood or other bodily substances have to be cleared away.

9.2 All school staff have undertaken first aid training, and the emergency services will be called should they be required.

10. Policy into Practice

10.1 The Governing Body is responsible for the Federation's duty not to discriminate.

10.2 The Governing Body and the Co-Headteachers jointly discharge the responsibility of ensuring that we meet our obligation not to discriminate.

10.3 The Co-Headteachers will ensure that all members of staff are aware of their responsibilities to all children without exception.

10.4 All members of staff are fully committed to the policy of not discriminating against children, parents or staff with disabilities.

10.5 Parents and carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

11. Monitoring

11.1 We have high expectations of all our children. We monitor a range of data to make sure that all pupils are making the best progress possible, and that no groups of pupils are underachieving.

11.2 We monitor:

- admissions;
- attainment;
- achievement and progress;
- parental questionnaires.

11.3 Evaluations based on these data are then reported to the Governing Body, and an action plan will be drawn up if necessary.

12. Monitoring and Review

12.1 The Governing Body has responsibility for matters of disability discrimination. It is this Governing Body's responsibility to keep the Schools' communities informed of any new



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regulations, and to ensure that the Federation regularly reviews its processes and procedures. The Governing Body also liaise with the LA and other external agencies, to ensure that the Federation's procedures are in line with those of the LA.

12.2 The Co-Headteachers implement the Federation's disability non-discrimination policy on a day-to-day basis, and ensure that all staff are aware of the details of the policy as it applies to them.

12.3 The Co-Headteachers report to Governors as necessary on matters regarding disability discrimination.

12.4 This policy will be reviewed at any time on a request from the Governors, or at least once every three years.



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Equality Objectives

The Cookham, Maidenhead and The Lawns Nursery School Equality Objectives for the period September 2019 to August 2022 are:

1. To monitor the attainment of BME (Black, Minority and Ethnic children) comparing attainment to all children. By July of each year there will be no significant difference in attainment in any areas of the curriculum.
2. To monitor the attainment of all vulnerable children, including those eligible for pupil premium, comparing attainment to all children. By July of each year there will be no significant difference in attainment in any areas of the curriculum.
3. To monitor the attendance of all children, identifying those with a low attendance. We will set specific targets for attendance with individual families and aim for attendance to increase by 5% during their time at the named school.

Approved by: Teaching and Learning Committee

Signed by Chair of Governors:

Date: 3rd July 2019

Review Date: June 2021