



Our Think Equal Policy

Accessibility and Disability Equality, Anti-Racism, Equality, Inclusion and Diversity

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At Lark Hill Nursery School we are committed to creating a fully accessible, anti-racist and inclusive environment which values, celebrates and includes all children, family members, staff, students and visitors celebrating everything that makes them unique.

The Equality Act 2010 replaced all existing legislation. The law states that, "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation."

We always consider the impact on those with protected characteristics when developing our approaches and policies outlined in the Equality Act (2010) of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief and sex. This plan outlines how we are constantly working on our whole school approach and always thinking about how we can improve what we do.

We are guided by these 9 principles:

- All learners are of equal value
- Recognise, respect and celebrate difference
- Foster positive attitudes and relationships and a shared sense of cohesion and belonging
- Observe good equalities practice in staff recruitment, retention and development
- Aim to reduce and remove inequalities and barriers that already exist
- Consult and involve widely
- Society as a whole should benefit
- Base our practices on sound evidence
- Transparent objectives to work towards

Our vision statement fully supports this work.
'A caring community of curious learners'

We keep asking ourselves: Is our Nursery a place that everyone knows they are welcomed to and know they belong ?

We became part of the Think Equal project in Sept 2023 which for Nursery aged children has a focus on kindness and mindfulness. After discussing this as a staff and with Governors we believed that our approach to include and welcome all and keep challenging ourselves to improve what we do also relates to our approach to Accessibility, Anti-Racism, Equality and Inclusion.

Accessibility and Disability Equality

Accessibility is about removing barriers enabling everyone to engage and participate in everyday activities. This includes reducing and overcoming the barriers that might occur for people with disabilities and includes the digital and physical interactions that people have in everyday life.

"When I talk about accessibility, I'm using it to mean that people are not excluded from using something on the basis of experiencing a disability.

Accessibility means that people can do what they need to do in a similar amount of time and effort as someone that does not have a disability. It means that people are empowered, can be independent, and will not be frustrated by something that is poorly designed or implemented."

<https://accessibility.blog.gov.uk/2016/05/16/what-we-mean-when-we-talk-about-accessibility-2/>

Anti-Racism

What is racism ?

Racism is **prejudice**, discrimination, or **antagonism** by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or **marginalized**.

What is anti-racism?

"Anti-racism is the policy or practice of opposing racism and promoting racial equality."

Oxford Dictionary Definitions.

A significant moment for our Staff and Governors in Sept 2023 was watching the video by Watch a BBC Bitesize video

John Amaechi

What is the difference between being not racist and being anti-racist?

<https://www.bbc.co.uk/bitesize/articles/zs9n2v4>

"There's a big difference between being not-racist and being anti-racist. I know it doesn't seem like it. I know that both of these things seem equally good, but they're not. Sometimes, we sit and we look around us and we think, 'how can I possibly change all this?' And sometimes you can't. But what you can do is make sure wherever you go, people know where you stand. They know that you're an anti-racist. You become a beacon of light that way. You become someone who makes other people want to be anti-racist too. You've got tools at your disposal. Learn. Read. And make everybody clear where you stand.'

Inclusion

In Stockport a wide range of stakeholders contributed to a definition of Inclusion. They defined it as Equity, Belonging and Collaboration.

Definitions

Equity - the quality of being fair and impartial.

Belonging - an affinity for a place or situation.

Collaboration - the action of working with someone to produce something.

Inclusion means listening to young children (and their families) and being sensitive to their needs and interests. It's about developing a deep and intimate knowledge of each child, and their unique ways of communication (Nutbrown and Clough, 2006).

We have taken the areas of our previous Accessibility Plan and identified three areas we will focus on to enable us to work towards our vision to **Think Equal** for all.

An enabling environment (The Physical and Emotional Environment)

Priority 1: To ensure all children, families and visitors can physically access our Nursery and are emotionally supported to do so

Curriculum Access

Priority 2: To reduce and eliminate barriers to accessing our curriculum and to ensure full participation in the school community for children and prospective children.

Information Access

Priority 3: To improve the delivery of information to children and parents

An enabling environment (The Emotional and Physical Environment)

Priority 1: To ensure all children, families and visitors can physically access our Nursery and are emotionally supported to do so

Targets	Strategies	Success indicators	Responsibility	Timeframe
To consider the emotional environment for all who enter our Nursery. What does it feel like as a child, parent, visitor, member of staff to be part of our Nursery ?	Audit of the characteristics of our children and families and considering the potential barriers. Observations of drop off and pick up times. Questionnaires to families and staff.	All members of our community are involved	Strategy Team and Governing Board	Autumn 2024
To improve the physical environment. Can all of our community access all areas of the environment ?	Audit the needs of children, staff and visitors when planning and undertaking future improvements and refurbishments of the site and premises. Investigate ways to make the top part of the garden accessible.	Enabling all of our community to physically access the whole space	Strategy Team and Governing Board	Ongoing

Curriculum Access

Priority 2: To reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for children and prospective children.

Targets	Strategies	Success indicators	Responsibility	Timeframe
To offer a Curriculum which follows the principles of our Think Equal Plan. How can we make our curriculum more accessible, anti-racist and inclusive ?	Evaluate the impact our revised Curriculum had during the academic year 2023-2024. Complete an anti racist curriculum audit.	Our Curriculum is accessible for all, challenges stereotypes and prepares children for the next phase of their education.	HT / NT and Governing Board Key workers Midday Assistants	Begin Summer 2024 and continue 2024-2025
To closely review access of all children to our full curriculum offer. How do we ensure all children fully access our curriculum ?	Study of Support Plans Questionnaires for families. Staff and Governor training about equality, inclusion and race.	Clear evidence in support plans and provision maps of how all children are enabled to access our curriculum	HT / NT and Governing Board Key Workers Midday Assistants	Begin Summer 2024 and continue 2024-2025

Information Access

Priority 3: To improve the delivery of information to children and parents

Targets	Strategies	Success indicators	Responsibility	Timeframe
To ensure that families can easily share the information about their child and themselves with us. How can we make it simpler for families to share information with us ?	Create the sharing of registration information through google forms. Audit how our families access information (Tapestry, website, facebook, emailing our HT, NT or SBM ?)	All families can share information with us and access information in a way that works for them.	Strategy team and Governing Board.	Begin Summer Term 2024 and trial new approaches during 2024-2025.
To ensure we provide accessible information regarding children's progress. How can we ensure all families can access information about their children's progress in way that works for them ?	Audit our use of Tapestry. Which families access it ? Which do not ? Continue the model of progression displays starting with our block area and water area and work around all areas of provision.	Information more accessible to all families. ,	Strategy Team	Began Spring 2024 and continue 2024-2025.

Useful references

A guide from Leeds about making schools accessible

<https://www.leeds.gov.uk/one-minute-guides/making-schools-accessible>

Idea for an anti racist curriculum audit

[https://www.advis.org/Customized/Uploads/ByDate/2020/August 2020/August 26th 2020/Antiracist%20Curriculum%20Audit%20-%20CCI%20202062113.pdf](https://www.advis.org/Customized/Uploads/ByDate/2020/August%202020/August%2026th%202020/Antiracist%20Curriculum%20Audit%20-%20CCI%20202062113.pdf)

Anna Freud Centre

<https://www.annafreud.org/resources/schools-and-colleges/anti-racism-and-mental-health-in-schools/>

NEU anti racism guidance

<https://neu.org.uk/sites/default/files/2023-04/NEU2532%20Anti-racist%20framework%202022%20WEB%20v1.pdf>

What is inclusive practice and why does it matter ?

<https://learningjournals.co.uk/what-is-inclusive-practice-and-why-does-it-matter/#:~:text=You%20can%20incorporate%20inclusive%20practices,physical%20activities%20and%20musical%20activities.>

National College Courses

<https://nationalcollege.com/webinars/teach-about-race-nurseries?play=true>

<https://nationalcollege.com/courses/equality-diversity-and-inclusion>

<https://nationalcollege.com/webinars/supporting-anxiety-early-years>

<https://nationalcollege.com/webinars/transition-nursery-separation-anxiety-psed>