

# The TLC Nursery Federation



## Equality and Inclusion Policy

**This policy applies to Chalvey Nursery School**

**Policy reviewed and updated:**

**February 2026**

**Date of next review:**

**February 2027**

**This policy will be subject to ongoing review and may be amended prior to the scheduled date of the next review in order to reflect changes in legislation where appropriate.**

At the TLC Federation everyone is appreciated, respected and treated with equity

We cultivate effective partnerships that welcome connection and collaboration and foster inclusive practices

We are Sharing, Caring and Learning together

### **1. Aims**

The 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

### **2. 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
- The SEN and Disability Act 2001

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#)

### **3. Roles and responsibilities**

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents and that they are reviewed at annually.

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteachers
- Meet with the Headteachers to monitor equality issues
- Ensure they're familiar with all relevant legislation and the contents of this document
- Report back to the governing body regarding any issues

The headteachers will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff will:

- Have regard to this document and to work to achieve the objectives as set out in section 8
- Identify and challenge instances of discrimination

#### 4. Eliminating discrimination

The schools are 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.

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.

New staff are made aware of this document as part of their induction.

The schools have a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and the governing body aware of these as appropriate.

#### 5. Advancing equality and inclusion of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have
- Offer pupils opportunities to explore concepts and issues relating to identity and equality
- Ensure quality of access for all children and prepare them for life in modern Britain
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Promote attitudes and values that will challenge discriminatory behaviour

- Provide opportunities for children to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Seek to involve all parents and carers in supporting their child's education
- Provide educational visits and extra-curricular activities that involve all children
- Take account of the performance of all children when planning for the future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of children
- Provide equal access to all the activities from an early age

There is a consistently high expectation of all children, regardless of age, gender, ethnicity, ability or social background. All children are encouraged to improve on their own achievements and become independent learners. Parents and carers are also encouraged to view their own children's achievements in this light

We recognise that:

- Teacher's enthusiasm is a vital factor in achieving a high level of motivation and good results from all children
- Adults in nursery will provide good, positive role models in their approach to all issues relating to equality and inclusion of opportunity
- The nursery places a high priority on the provision for special educational needs and disabilities. The nursery creates an environment in which all children are included and have equal access to all facilities and resources
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all children, considering the cultural and lifestyle backgrounds of the children, their linguistic needs and their learning styles

### **Advancing equality and inclusion of opportunity through the learning environment, resources and materials**

The provision of good quality resources and materials within the TLC Federation is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally diverse British society
- Reflect a variety of view points
- Show positive images of all people in society including people with disabilities
- Reflect non-stereo-typical images of all groups in a global context
- Include materials to raise awareness of equal opportunity and inclusion issues
- Be equally accessible to all members of the school community, consistent with health and safety

We recognise that it is important at the TLC Federation that all members of our community use appropriate language which:

- Does not transmit or conform to stereotypes
- Does not offend
- Creates and enhances positive images of particular groups
- Creates the conditions for all people to develop their self-esteem
- Promotes British values of respect and tolerance towards others

In order to advance equality and inclusive opportunities, the schools will:

- Collect attainment data each academic year for all children
- Analyse the data collected to determine the strengths and areas for improvements, implement actions to reflect the data. Data is compared to previous years to ensure that most children are making appropriate progress when compared to previous cohorts

## **6. Fostering good relations**

The schools aim to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. For example, as part of story time, children will be introduced to literature from a range of cultures
- Working with our local community. This includes inviting members of the community into nursery, and organising school trips and activities based around the local community
- Encouraging all children to participate in the school's activities. We work with parents and carers to promote knowledge and understanding of different cultures
- We are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community
- There should be an openness of atmosphere which welcomes everyone to the nursery
- The children are encouraged to greet visitors to the nursery with friendliness and respect
- The displays around the school are of high quality and reflect diversity across all aspects of equality and inclusive opportunities and are frequently monitored
- The nursery building accords easy vehicular access to people with disability
- Emphasis is placed on the value that diversity brings to the school community

We aim to work within partnership with parents and carers to help all children to achieve their potential. We are committed to ensuring that:

- All parents and carers are encouraged to participate at all levels in the life of the school

- Encouraging members of the local community to regularly join the school's activities

## **7. Equality considerations in decision-making**

The schools ensure it has due regard to equality and inclusion considerations whenever significant decisions are made.

The schools always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

## **Staff recruitment and professional development**

- All posts are open to the widest pool of applicants
- All those involved in recruitment and selection are aware of what they should do to avoid discrimination and ensure equality and good practice through the recruitment and selection process
- All staff have opportunities for professional development
- All supply staff and volunteers are made aware of the equalities and inclusion policy and practices

## **8. Equality objectives**

### **Objective 1: To continually monitor progress and attainment data for children to ensure all groups of children make good or outstanding progress over time**

The nursery role changes on an annual basis. Ongoing monitoring of trends is important to ensure equality and inclusion of opportunities for all groups of children

We will do this by analysing data termly and proactively putting in place support to remediate any negative trends

### **Objective 2: To deepen community links and involve the wider community in the life of the nursery on an ongoing basis**

Both nurseries in the TLC Federation are located in close proximity to the other schools, community care facilities, places of worship, shops, businesses and local nature grounds or parks. Links with the other educational establishments will support transitions, while links with the other community facilities and organisations will develop awareness of the local community and the local area.

We will do this by providing opportunities for members of the local community to visit nursery and involve children and parents on local outings. We will also develop closer working relationships with other local educational settings (primary and / or secondary schools).

### **Objective 3: To promote ongoing professional development for all staff**

The staff teams at the TLC Federation are very committed to the nurseries and many of them have been in their post for a long time. Where there are opportunities for staff to develop themselves further and take additional responsibilities within the school, we will support this and provide training. This will be in addition to our annual schedule of professional development and training.

### **9. Monitoring arrangements**

The headteachers will update the equality and inclusion information we publish, (as described in sections 4 to 7 above), at least every year.

This document will be reviewed by the governing body annually.

This document will be approved by the governing body.

### **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment

Review: February 2027