



EQUALITIES Information and Objectives

Lee Royd Nursery School

LANCASHIRE COUNTY COUNCIL

EQUALITIES POLICY

Aims of Policy

Our school aims to meet its obligations under the public sector equality duty 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

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Lee Royd Nursery is proud to foster an inclusive ethos that celebrates diversity and promotes equality for all. As noted by Ofsted (June 2024), “The School has thought carefully about children’s wider development. They know that there are people in the community who can help them, such as people who work in the emergency services. We actively engage with families and local organisations to strengthen community ties and ensure that our values are lived beyond the classroom. Our self-evaluation has highlighted our inclusive culture and strong community involvement as key strengths, underpinning our commitment to equity and belonging for all.

Children learn about diversity among people and families. These experiences prepare children well for life in modern Britain. This is reflected in our ambitious curriculum. Which was commented on as a strength by OFSTED stating, “the School has designed an ambitious curriculum that meets the needs of all children.” Parents have responded positively to our parental questionnaire (Jan 26) stating, ‘I feel the nursery is inclusive and it’s great that children learn about different cultures and religions’ and ‘I love how Lee Royd makes an effort to get to know our cultures and backgrounds.’ Our mission is to nurture confident, respectful learners who value difference and contribute positively to their community.

1 Our School in Context

- 2025 Summer Term, we had 115 children on the school roll – 38 boys and 41 girls.
- From Spring 1 2026, the ethnic heritage of the pupils comprises of:

Asian, Asian British 41, Any other Asian background 2, Any other mixed background 1, Bangladeshi 3, Indian 1, Pakistani 34, Black, Black British, Caribbean or African 2, Black African 2, Mixed or multiple ethnic groups 2, White and Asian 2, Not recorded 7, Other ethnic group 3, Refused 2, White 28 Total 85.
- Home Languages – Spring Term 2026
58/85 68.2% English

31.8% of pupil’s home language was other than English.
Autumn Term 24 we were supporting 9 home languages. These include – English, Urdu, Punjabi, Bengali, Kurdish, Pashto/Pakhto, Romanian, Ukrainian, Telugu, Yoruba
- The ethnic heritage of teaching staff in 2025 - 2026
5.5% Other White Polish
94.4% White British.

Special Educational Needs

- It is unusual for children to commence nursery with an EHCP. However, we have applied for 6 EHCNA’s from Autumn 2025-Spring2026 to ensure that children have a plan in place when they start Primary School. The largest % of SEND every year is children who have a Speech and Language delay. A number of children every year receive a diagnosis of Autistic Spectrum Disorder, Global

Developmental Delay, Sensory impairment such as Visual Impairment or Hearing Impairment.

- Lee Royd Nursery school physically accessible and there is an Accessibility plan in place.
- 2025-2026 - 1 previously looked after child.

2 Legislation and Guidance

This document refers to 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

Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

and the Equality and Human Rights Commission: Technical Guidance for Schools:

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

3 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 school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Stacey Nield. They will:

Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed

Ensure they're 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 headteacher 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 are expected to have regard to this document and to work to achieve the objectives as set out in section 8. All staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues

All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour

We will take steps to ensure all visitors to the school adhere to our commitment to equality.

4 Eliminating discrimination

At Lee Royd Nursery school, we recognise that all members of the school and our wider community are of equal value. The school 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.

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 receive training on the Equality Act as part of their induction, and all staff receive refresher training every 2 years.

The Headteacher is responsible for monitoring equality issues, aided by our equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

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

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g., pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6 Fostering good relations

As a school we believe that should treat each other with care, respect and kindness, and that strong positive relationships make a great school. We 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. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7 Publicising the Policy and Plan

To ensure transparency and promote our commitment to equality, this Policy will be made publicly accessible to all stakeholders. It will be published on the school's official website and highlighted through regular communications such as staff and parent newsletters. New families and staff will be introduced to the Policy via induction booklets, and printed copies will be made available upon request. We also aim to share the Policy with local community and voluntary groups to strengthen our

inclusive ethos and encourage wider engagement. By publicising the Policy through multiple channels, we reaffirm our dedication to fostering an environment of fairness, respect, and equal opportunity for all.

8 Equality Objectives

Objective 1: To monitor and analyse pupil achievement to ensure that children are not disadvantaged by belonging to a protected group;

Objective 2: To remove the barriers to learning for vulnerable learners, therefore raising levels of attainment and progress;

Objective 3: To continue to promote understanding and respect for diversity

9 Monitoring Arrangements

We will review and update the equality information we publish at least each year to demonstrate how we are meeting the aims of the general public sector equality duty and to evidence progress made towards our equality objectives. Our objectives will be drawn up and published by the Governing Board at least every 4 years.

10 Considering Equalities in Decision Making

Our school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis. We keep a written record to show we have considered equality issues and asked relevant questions about the impact of our decisions on different groups in the school community.

Links with other Policies –

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Code of Conduct (Staff)
- Inclusion and Special Needs Policy
- Safeguarding and Child Protection Policy

