Chelwood Nursery School
Chelwood Walk
St Norbert Road, London, SE4 2QQ

Single Equality Policy 2026

Policy Schedule	
Reviewed by Governors	April 2026
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Chair's signature	
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1. Introduction

This policy document has been written to inform all those who work within the school or who have contact with it: parents, staff, governors, representatives of the Local Authority, Ofsted, visitors and members of the community, of Chelwood Nursery School's approach to supporting Equality across all areas of school life.

This document has been developed by staff and governors, as a consequence of, the passing of the Equalities Act 2010. The Equality Act 2010 protects people from discrimination and replaces all previous, separate equality laws including the Disability Discrimination Act, Race Relations Act and many others. It contains the 'public sector equality duty,' which applies to all public sector organisations including: local councils, schools and colleges, police, fire and rescue, hospitals and many more.
This policy combines policy information previous held in our school's Disability Equality Scheme (DDA 2005), Race Equalities and Diversity Policy, Gender Equality Scheme, Equal Opportunities policy.

Our policy supports and informs our practice, and as a working document it is open to review and modification in the light of changing legislative regulation, circumstances, and the needs of the school, families and children.

This policy should be read in conjunction with the school's Inclusion and Behaviour Management policies.

2. Equality Statement

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with *protected characteristics* are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- gender
- gender reassignment/transgender
- maternity and pregnancy
- religion and belief,
- sexual orientation
- marriage and civil partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- publish equality information at least annually*
  {We will not publish any information that can specifically identify any child}

- publish equality objectives at least once every four years*

*These will be published on the school website as required by statutory regulations

www.chelwood.lewisham.sch.uk

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school.

This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers to equality
- Consult and involve widely across the school community and stakeholders
- Strive to ensure that society will benefit

3. Our Ethos/Mission

Our core school aims and values embrace the following principles:

- Children always come first
- Start with the developmental needs of the child
- Listen and respond to the many unique voices of each child
- Nurture the family to nurture the child
- Value play inside and in the 'Open air'
- Value and celebrate every individual
- Research-led early childhood practice
- Work together in partnership to develop ourselves and others
- Develop confident, caring, independent children
- Challenging inequality, promoting social mobility and safeguarding the vulnerable

We use these key principles to guide us and to help us evaluate everything we do in school.

Aims led by school core values

- The staff are a professional team committed to raising standards
- We provide a calm, purposeful and stimulating environment
- We provide a consistent quality of provision, recording and assessing
- We ensure all pupils have equal access and opportunity through the provision of a personalised curriculum
- We will provide a broad balanced and developmentally appropriate education of high quality
- We will ensure co-operation between all members of the school community
- Pupils will value themselves and others
- Independence and autonomy will be developed in all pupils
- We will encourage a questioning approach to learning
- We will plan with regard to the emotional, spiritual and educational needs of pupils
- We will provide good quality professional development and support for all staff

At Chelwood we recognise that 'equality' does not mean treating everyone the same, it means treating people fairly, with respect, having regard for their rights and wishes. Sometimes this means giving people extra help so they have the same chances.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice. We recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

4. Responsibility

Promoting Equality is the responsibility of everyone in the school community, the Governing Body, Headteacher and all school staff, pupils and their parents and families and members of the local community:

Role in School Community	Responsibility
Governing Body	• Working with the school and all information available to identify and understand equality barriers and set objectives to address these. Monitoring progress towards achieving equality objectives. • Publishing data and publishing equality objectives.
Headteacher	• As above including: • When making decisions, including policies, having due regard to equality considerations. Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day-to-day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team, including Inclusion and Diversity Leader	• To support the Headteacher as above • Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	• Help in delivering positive outcomes for pupils. • Uphold the commitment made to pupils and parents/carers on how they can expect to be treated. • Design and deliver an inclusive curriculum • Record and report prejudice related incidents.
Non-teaching Staff	• Support the school and the governing body in delivering a fair and equitable service to all stakeholders. • Uphold the commitment made by the Head teacher on how pupils and • parents/carers can be expected to be treated. Support colleagues within the school community. • Ensure awareness of all staff responsibility to record and report prejudice related incidents.

Parents	• Take an active part in identifying barriers to equality within the school community and in informing the school or governing body of actions that can be taken to eradicate these. • Take an active role in supporting and challenging the school to achieve its • commitment tackling inequality and achieving equality of opportunity for all.
Pupils	• Support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can expect to be treated.
Local Community Members	• Take an active part in identifying barriers to equality within the school community and in informing the school or governing body of actions that can be taken to eradicate these. • Take an active role in supporting and challenging the school to achieve its commitment tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school website.

5. Breaches

Breaches to this policy statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and governing body.

6. Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

This policy will be regularly monitored and reviewed to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups.

The school's core values and principles are underpinned by our commitment to eliminating discrimination, to advancing equality of opportunity and to fostering good relations in our school community with a welcoming and inclusive ethos, approach and environment that reflects and celebrates diversity. Each experience and event of school life is carefully planned to make it accessible to children and families, considering individual and group needs, and making responsive adjustments, always striving to improve our inclusive practice.

7. What does this look like in practice in Chelwood?

- Rich resources, inside and outside reflecting diversity, similarities and differences including: books, stories, rhymes, puzzles, photos, puppets, dolls, small world, home corners, role play and dressing up clothes and props, musical instruments, cooking and eating activities.

- A regularly enhanced display that welcomes families with greetings in the languages of our school community, giving value to children's home backgrounds, languages and different family set-ups.

- Giving equal value and celebration to different family set-ups e.g. one mum, mum and dad, dad and dad, mum and mum, making use of resources from organisations such as Stonewall. Also keeping a range of books in or school library that depict diverse family structures.

- Providing all children with access to experiences and resources to enable opportunities to explore and challenge traditionally male and female roles (gender stereotypes) e.g. engaging girls in construction activities and boys in cooking, dressing up and nurture play with provision of open-ended creative dressing up resources that are gender neutral.

- Celebrating children's choice as key expression

- Inclusion of celebration in our school calendar, such as pride month.

- An innovative approach to the curriculum which draws on research into the way children, boys and girls, develop similarly and differently and works reflectively to meet their needs e.g. large scale mark making experiences outdoors that may often appeal to boys who are frequently drawn to and encouraged into physically active play

- A birthday display featuring all children and staff with greetings in home languages, enabling all children to feel part of our community and introducing them to written languages that are different to their own.

- Songs, rhymes and stories from different cultures and in different languages.

- Information for parents and carers presented and accessible in a variety of forms e.g. verbal, letters, online, photos and symbols.

- Stay and Play days encouraging the involvement of parents and carers and supporting good relationships with evaluation of participation on going.

- Developing children's awareness and tolerance of others, of being in a social group and understanding that we all matter, with a PSE curriculum which values every child and nurtures their self-esteem and self-worth so that they can care for themselves and for those around them. For example we teach children to take control of what happens to them using phrases such as "Stop it. I don't like it", confidently and listening to others if they say it to them.

- Celebrating religious and cultural festivals including Diwali, Christmas, Eid, Hanukah, Chinese New Year, Black History Week, Easter and Carnival, with opportunities to find out about one another's cultural and religious traditions, through hands on experiences such as dressing up, playing instruments and preparing and sharing food together.

- Dual language books in all classes and in the lending library to support the communication, language and literacy of children with English as an additional language (EAL).

- Supporting children's home languages and their developing English, through classroom organisation and enabling connections between families and children who share the same language, and developing story sessions in home languages using dual language texts, songs and rhymes.

- Using Makaton signs and visual symbols to support the communication of children with communication difficulties.

- Our well-developed inclusive practice starts with understanding each child -their needs, interests, schemas, approaches to learning. We use a variety of strategies and approaches to remove potential barriers and ensure that all can access learning and participate fully in a curriculum that is personalised to meet each child's needs.

- The school has an Accessibility Plan to support children with disabilities.

Review

We will comply with the requirement for schools to update the published equality information at least annually and to publish objectives at least once every four years.

Further guidance for parents and carers and school governors on the Equality Act 2010 can be found at: https://www.legislation.gov.uk/ukpga/2010/15/contents