

# Watford Field School Infant and Nursery



*Being kind, confident minds, ready for lifelong learning*

## **Equality Scheme**

**2026 - 2029**

## **School Vision and Aims**

The Staff and Governors of Watford Field School Infant and Nursery work together to create a safe environment and ethos where children are valued, nurtured and encouraged. Our vision and aims uphold and support British values and the school's value of the month and are at the core of everything we do. They underpin teaching and learning and enable our children to thrive, develop and achieve ready for lifelong learning.

At Watford Field School Infant and Nursery we strive to achieve our vision:

### **Being Kind, Confident Minds, Ready for Life Long Learning**

#### **Purpose**

At Watford Field School Infant and Nursery we are committed to ensuring equality of opportunity for all children, staff, parents and carers irrespective of gender, race, belief, disability, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment that demonstrates respect for all.

We believe that celebrating diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

We also strive to create a culture where positive mental health and well-being is promoted for all.

#### **School Context**

- Watford Field School Infant and Nursery School is a popular two form entry school which caters for 225 children aged 3-7 years.
- The vast majority of our children transfer to Watford Field Junior School at the end of Key Stage One.
- Our Nursery caters for up to 39 children in each session, some of whom attend both sessions under the 30 Hour Free Childcare Offer. The school draws children from a wide range of socio-economic and diverse backgrounds.
- The majority of children are from a minority ethnic background in December 2025 this was 82%, the largest groups are of Pakistani background 15.3% and Any Other White Background 11.7%. The proportion of children who are of White British origin is 16.2 % this is much lower than the national average which is currently 74.4%. The proportion of children who speak English as an additional language is currently 59.9%, higher than that found in most primary schools.
- The school currently has 12.6% of children on the special educational needs register, 6 of these having an Education Health and Care Plan.
- 9.5% of the children attending the school qualify for Pupil Premium funding, however not all children who are socially disadvantaged qualify for this funding.
- We are an inclusive school where children feel and show respect towards the beliefs, faiths, cultures and opinions of others.
- We celebrate our diverse community and welcome visitors of all faiths.
- We work closely with our Attendance Improvement Officer on strategies to support particular attendance issues.
- The school has structured transition packages in place for all pupils starting in the nursery, reception and moving to the juniors.

## Overall Aims of the Equality Policy

Our school is committed to meet its obligations under the Public Sector Equality Duties to:

- **Eliminate Discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **Advance equality of opportunity** within our school and wider community between persons who share a relevant protected characteristic and persons who do not share it.
- **Foster good relations** across all characteristics between persons who share a relevant protected characteristic and persons who do not share it.

## Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for the school's provisions are:

- age disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation
- marriage and civil partnership

See **Appendix 1** for an explanation of the protected characteristics.

We recognise that treating people equality does not necessarily mean treating them the same. We recognise our policies, procedures and events must not discriminate but take account of diversity and the kinds of barriers and disadvantage staff, parents or children may face in relation to their protected characteristics.

- We recognise that reasonable adjustments may need to be made for disabled visitors and members of our school community.
- We understand that different gender may have different needs.
- We note that reasonable requests in relation to religious observances and practice may need to be complied with.
- We acknowledge that people may have different experiences as a result of their ethnic and racial backgrounds and we value this diversity.
- We also value the diversity in age of staff and parents or carers.
- We respect that individuals have a right to determine their own sexual identity and they should not be disadvantaged as a result of their preference.
- We recognise that staff, parents and carers make their own choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have.
- We believe that our staff, parents and carers should not experience unfair disadvantage as a result of pregnancy or having recently given birth.

## Community Cohesion

We intend that our policies, activities and curriculum, foster greater social cohesion and provide an equal opportunity for everyone to participate in community life irrespective of the protective characteristics of individuals and groups.

## Equality in Teaching and learning

We provide all our children with the opportunity to succeed and to reach the highest level of personal achievement. We do this by:

- Ensuring equality of access for all children and preparing them for life in a diverse society.
- Using materials that reflect the diversity of the school, population and local community without stereotyping.
- Promoting attitudes and values that challenge any discriminatory behaviour or prejudice.

- Providing opportunities for children to appreciate their own culture and celebrate the diversity of other cultures.
- Seeking to involve all parents in supporting their child's education.
- Utilising teaching approaches appropriate for the whole school population which are inclusive and reflective of our children.

### **Equality in Admissions and Exclusions**

Our admissions arrangements are fair and transparent and do not discriminate on the grounds of race, gender, religion, belief, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and addressed.

### **Equal Opportunities for Staff**

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are keen to ensure that the staffing of the school reflects the diversity of our community.

We ensure the safety and well-being of our staff and act on interests of harassment and discrimination. We will also provide training for staff to enable them to deal with effectively with reported incidents of discrimination and harassment.

### **Roles and Responsibilities**

The school equality scheme and subsequent action plan will be aligned with the School Improvement Plan. Its implementation will be monitored within the school's self-evaluation and other review processes.

#### **The role of governors is to:**

- Set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- Ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- Take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.

#### **The role of the Headteacher is to:**

- Implement the school's Equality Plan and she is supported by the Governing Body in doing so.
- Ensure that all staff are aware of the Equality Plan and that teachers apply these guidelines fairly in all situations.
- Ensure that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- Promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life.
- Treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

#### **The role of all staff is to:**

- Ensure that all children are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- Strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- Challenge any incidents of prejudice, racism or bullying/harassment, and record any serious incidents, drawing them to the attention of the Headteacher.

### **Tackling discrimination**

- Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.
- All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a child's individual circumstances.
- It should be clear to children and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

### **Review of progress and impact**

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Scheme annually and review the entire scheme and accompanying action plan on a three year cycle.

We make regular assessments of children's learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

### **Publishing the Scheme**

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

### **Related Policies:**

SEND Information Report

Safer Recruitment

Child Protection

Relationships at Work

Staff Code of Conduct

Whistleblowing Policy

This policy will be reviewed every 3 years.

The Equality plan will be reviewed yearly.



## Watford Field School Infant and Nursery Equality Scheme Action Plan 2026-2029

Objective	Action	Timeframes	Intended outcome	Monitoring and Evaluation
<p><b>1. To review and continue to implement the schools vision, aims and values to ensure the culture of the school encompasses all protected characteristics.</b></p>	<p>Review with all stakeholders the schools current vision and aims.</p> <p>Revise school vision and aims using all stakeholders' contributions ensuring all protective characteristics are considered.</p> <p>To implement a set of child friendly aims that all children in the school understand and are able to demonstrate.</p> <p>Revise the school's 'value of the months' to ensure they promote equality and positive attitudes.</p> <p>Staff training on how the school's vision and aims link to the protected characteristics.</p>	<p>Termly monitoring</p>	<p>The schools vision and values will be reviewed and modified.</p> <p>The vision, values and ethos of the school will promote equality, positive attitudes and will encompass all the protected characteristics.</p> <p>The vision, values and aims will be considered, observed and evident within the culture of the school.</p>	
<p><b>2. To embed a broad and engaging curriculum that ensures there is equality and diversity in coverage.</b></p>	<p>All teaching staff to review the current curriculum and ensure resources and texts promote diversity and equality.</p> <p>Subject leader to monitor the long term plan and scheme of work for their subject to ensure that diversity is promoted and feedback to class teachers.</p> <p>Through 'The book study' approach subject leaders will monitor the children's knowledge and understanding of diversity and equality within context of the subject.</p> <p>Work with children to develop their skills in challenging inappropriate and discriminative language this will be carried out as part of the PSHE teaching, assemblies, anti-bullying workshops, teaching in foundation subjects.</p>	<p>Termly monitoring</p>	<p>The school's curriculum and text covered will be diverse and reflective of the protected characteristics.</p> <p>Class teachers will be given feedback by the subject leader and any amendments will be made to ensure long term plans will promote diversity and equality.</p> <p>Subject leaders will be able to assess the children's attitudes towards equality and diversity.</p> <p>Children will have an understanding of the importance of tackling discrimination.</p>	



			Children will be observed demonstrating skills in tackling discrimination.	
<b>3. To ensure school is accessible for disabled children, staff and visitors.</b>	<p>To make reasonable adjustments to allow children with additional needs and disabilities to participate in the curriculum.</p> <p>To make adjustments to the physical environment of school to enable disabled children, staff or visitors to be able to carry out their learning or duties successfully.</p> <p>To complete the accessibility audit in order to identify any actions needed.</p> <p>Training for staff which mitigates barriers that reduce participation in the full curriculum offer (eg Epipen Training; Asthma Training, Attention Autism etc.)</p> <p>Continue to liaise with external professionals such as Occupational Therapists and Speech Therapists to ensure that appropriate strategies are implemented and included on Provision Maps and APDR's for SEN children to ensure they are able to access the curriculum and secure strong progress in their learning.</p>	Termly monitoring Spring Term Summer Term	<p>The curriculum will be adapted and will be fully accessed by children with disabilities and additional needs.</p> <p>The environment will be adapted as deemed appropriate on a case by case basis.</p> <p>Actions will be identified through the audit and an action plan will be developed.</p> <p>Staff will be skilled and confident in supporting children with additional needs.</p> <p>Advice from external professionals and agencies will be incorporated on provision maps and APDR's will be actioned.</p>	



## Appendix 1 - Explanation of Protected Characteristics

### 1. Gender

We understand 'sex' to refer to the **biological** differences between males and females and 'gender' to refer to the wider **social** roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognise and help overcome those lasting and embedded patterns of advantage and disadvantage which are based on socially ascribed gender stereotypes and assumptions.

We understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.

It is unlawful to discriminate against someone on the grounds of being:

- Male or female
- Married or in a civil partnership
- Gender reassigned

The SDA makes it unlawful on grounds of gender to:

- Decide not to employ someone
- Dismiss them or make them redundant
- Refuse to provide them with training
- Deny them promotion
- Give them adverse terms or conditions
- Withhold fair and accurate references

### 2. Age

The regulations make it unlawful to discriminate, treat unfairly or harass workers, employees, job applicants and trainees because of their age, or the age that they appear to be. The regulations allow for a normal default retirement age of 65.

These regulations cover employees, contract workers, agency temps, casual workers, work-experience volunteers, peripatetic teachers and governors.

The school is also responsible for the behaviour of its staff towards an individual visiting or working on the school premises.

### Exemption

Treating people differently because of their age is only permitted following objective justification or in exceptional circumstances.

i.e. economic, health, safety welfare or training requirements of the job contribute to a legitimate aim – this can outweigh the discrimination.



It is unacceptable to employ ECTs because they are cheaper or balance the school age profile BUT welcoming applicants from ECT's for a job is acceptable as long as the best person for the job is appointed – against clear criteria on the job specification.

### **3. Disability**

Watford Field School Infant and Nursery vision, aims and values talks of valuing the individuality of all of our children. 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.

The Disability Discrimination Act (DDA)1995 defines a person as having a disability if he or she has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities. That effect must be:

- Substantial ( more than minor or trivial)
- Adverse
- Long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected.)

The DDA also covers people who have cancer, MS, HIV/AIDS, who have had heart surgery, are on kidney dialysis, people with diabetes, stammer, dyslexia, mental health service users, and people with severe disfigurements and learning disabilities or difficulties.

Protection is not only extended to disabled people themselves, but also to those who are perceived to be disabled. The school is responsible for the behaviour of its staff towards any individual visiting or working on the school premises.

### **4. Race**

At Watford Field School Infant and Nursery we respect and value the linguistic, cultural and religious diversity which exists in the wider community. We are committed to challenging attitudes that promote racial discrimination, ensuring respect for all and preparing all children for life in a culturally diverse society.

Our commitment to race equality will be demonstrated through:

- Fostering respect for all groups and individuals, except where to do so could promote racist behaviour or attitudes.
- Promoting positive non-discriminatory behaviour.
- Ensuring appropriate support for isolated individuals of different ethnic groups.

Within the school:

- Ensuring high expectations of all.
- Ensuring representation of a wide range of heritages within our curriculum and school community.
- Encouraging links with the wider community.



We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate and constantly review the impact of our school policies and practice on the life, attitudes and achievement of all groups and individuals amongst our children and staff.

### **5. Belief and faith**

The Act makes it unlawful to discriminate, treat unfairly or harass workers, employees, job applicants and trainees on the grounds of the person's actual or perceived religion, religious belief or similar philosophical belief.

The definition of religion and belief is wide enough to cover fringe and cult religions and a range of philosophical beliefs. A religion involves collective worship, a profound belief affecting one's way of life or view of the world, and a clear system encompassing those beliefs.

NB Jewish people and Sikhs also have protection from discrimination under the Race Relations Act.

These regulations cover employees, contract workers, agency temps, casual workers, work-experience volunteers, peripatetic teachers and governors.

The school is also responsible for the behaviour of its staff towards an individual visiting or working on the school premises.

The regulations make it unlawful on grounds of religion or belief to:

- Decide not to employ someone
- Dismiss them or make them redundant
- Refuse to provide them with training
- Deny them promotion
- Give them adverse terms or conditions
- Withhold fair and accurate references (written or verbal)

### **6. Sexual Orientation**

The Act makes it unlawful to discriminate, treat unfairly or harass workers, employees, job applicants and trainees on the grounds they are, or are perceived to be, gay, lesbian, bisexual or heterosexual. These regulations do not protect people on account of involvement in sexual practices, preferences or fetishes. Equally, an orientation towards children would not entitle a paedophile to protection under these regulations.

### **7. Marriage and Civil Partnership**

The Act makes it unlawful to discriminate against anyone who is married or in a civil partnership, even when not living together. Marriage and civil partnerships can be between people of the opposite sex and people of the same sex.