



# EQUALITIES POLICY

<b>Date of Last Review:</b>	<b>June 2021</b>
<b>Date agreed by Governors:</b>	<b>June 2021</b>
<b>Date shared with all staff:</b>	<b>June 2021</b>
<b>Date of next review:</b>	<b>June 2022</b>
<b>Origin/Author:</b>	<b>Abbey Wood Nursery School</b>

## Statement of intent

At Abbey Wood Nursery School, we are committed to promoting equality of opportunity and tackling discrimination in all its forms. We believe that discrimination on the basis of race, class, culture, religion, disability, gender and sexual orientation is unacceptable.

Our core values are embedded in partnership with parents - with every child being unique and individual. Everyone is valued both as an individual and as a member of the school community.

We are committed to equal opportunities and by this we mean that all children should have access to the whole curriculum and be able to take part fully in school life, regardless of race, culture, religion, disability, gender or sexual orientation.

Opportunities are offered for all to develop to their full potential and achieve success.

We will also respect the equal rights of our staff and other members of our school community.

We are opposed to and will challenge all forms of discriminatory, racist, disablist, sexist or homophobic language or behaviour.

### **Aims and objectives of this policy:**

- All governors and staff should know what the policy is on equalities and follow it when discrimination is reported.
- All young people, parents and carers should know what the policy is and what they should do if discrimination arises.
- All members of the school community will challenge and act on all forms of discrimination that are witnessed or reported.
- We aim to prepare our children for life in a culturally diverse society, free from discrimination and prejudice.

### **Definitions:**

**Discrimination:** behaviours, practices and institutions which disadvantage groups or individuals on the ground of race, class, culture, religion, disability, gender and sexual orientation.

**Harassment:** behaviour that ridicules, degrades, demeans, humiliates or intimidates someone or some group on the grounds of their colour, class, nationality or citizenship, religious beliefs, physical or mental wellbeing, gender, gender identity or sexual orientation. It may take the forms of verbal, actions or physical harassment.

**Racial Incident:** **any** incident which is perceived to be racist by the victim or any other person.

## **Equalities Duties on schools**

We aim to be compliant with all of the equalities duties by monitoring and dealing effectively with incidents of harassment, by auditing the curriculum, monitoring attainment and ensuring equality of opportunity for all our pupils.

### **Race:**

Since the introduction of the Race Relations Act, 1976 (amended 2000), schools have to have due regard to

- promote the elimination of unlawful racial discrimination;
- promote equality of opportunity;
- promote good relations between persons of different racial groups.

In order to meet the requirements of this duty, we will monitor race equality within our Equalities Policy and assess the impact on pupils, staff and parents of different racial groups. We will report progress annually to the Governing Body and review every three years.

We are required to report racist incidents to the Local Authority termly.

### **Disability:**

Since September 2002 it has been unlawful for any school to discriminate against disabled pupils in regard to admissions, education and associated services and exclusions. We have a disability equality and accessibility plan. We review this annually based on the fact that our intake changes every year.

The Disability Equality Duty (DED) came into force in December 2006.

This was brought in to ensure the elimination of unlawful discrimination on the grounds of disability and to promote equality of opportunity for disabled people, including accessibility to buildings and publications.

### **Gender including Trans-Gender:**

The Gender Equality Duty (GED) came into force in April 2007. It requires all public authorities, including schools, to:

- Promote gender equality of opportunity between men and women
- Eliminate unlawful discrimination
- Eliminate harassment

In order to be compliant with this duty, we will:

- Publish a gender equality scheme and action plan and involve stakeholders in producing these
- Demonstrate actions and outcomes
- Report on progress and review every three years

## **Sexual orientation**

The Equality Act (Sexual Orientation) Regulations 2007 outlaw discrimination on the grounds of sexual orientation in the provision of goods and services. Admissions and recruitment procedures should be non-discriminatory and ensure equality of opportunity.

## **Religion and belief**

Parliament approved the Racial and Religious Hatred Act, 2006 bill on 31 January 2006 that made it a criminal offence to use threatening words or behaviour with the intention of stirring up hatred against any group of people defined by their religious beliefs or lack of religious beliefs. We will monitor all incidents of harassment alongside our monitoring of racist and bullying incidents.

We will ensure that our curriculum is non-discriminatory and includes equality of opportunity for learning about a variety of religious beliefs.

## **Age**

The Employment Equality (Age) Regulations 2006 prohibits unlawful discrimination on the grounds of age. Bullying and harassment in any of the above areas should be monitored through anti-bullying reporting.

N.B. At Abbey Wood Nursery we believe that children aged 2 – 4 are not fully aware that an action or comment may be interpreted by an adult to be racist or bullying. We have a behaviour policy which aims to teach children tolerance and empathy and to help them to understand when thoughts and actions upset others.

## **Links with the Community**

*“The curriculum for all maintained schools should promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life”*

(Education Act 2002, Section 78)

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002 introducing a duty on the governing bodies of maintained schools to promote community cohesion. Every school – whatever its intake and wherever it is located – is responsible for educating children and young people who will live and work in a country which is diverse in terms of cultures, religions or beliefs, ethnicities and social backgrounds.

Although this is no longer an Ofsted requirement, we continue to promote community cohesion in the following ways:

- We are building up a library of dual language books to reflect the languages of our children
- We have links with children’s centres and their staff
- We have links with other schools and early years setting, locally, nationally and internationally
- We have a maximum of two parent governors

## **Responsibilities:**

**Governors** are responsible for:

- Ensuring that the school complies with the relevant equality legislation
- Ensuring that the school Equality Scheme and its procedures are followed
- Ensure that the policy is reviewed yearly

**The Head teacher and Senior Leadership Team** are responsible for:

- Ensuring that the school Equality Scheme and its procedures are followed
- Ensuring that the policy is reviewed yearly
- Ensuring that the race, disability and gender equality plans are readily available and that all members of the school community know about them
- Ensuring that all staff know their responsibilities and receive training and support to carry these out effectively
- Taking appropriate action in cases of harassment and discrimination to investigate all incidents of bullying, whether it is racist, disablist, homophobic, sexist or related to gender or religious beliefs

**All staff** are responsible for:

- Dealing with racist, homophobic and other hate-related incidents
- Recognising and challenging bias and stereotyping
- Promoting equal opportunities and good race relations
- Taking up training opportunities and evaluating the impact of this training

**Parents and carers** will be aware of the equalities policy, understand and comply with the school's expectation in relation to the equalities duties

**Visitors and Contractors** will be made aware of their responsibility to comply with the school's policy.

## **Admissions Procedures:**

In our admissions procedures we will not discriminate on grounds of ethnicity, race, faith, disability, gender or sexual orientation.

## **The Curriculum:**

We aim to make our curriculum full and challenging. We will audit resources to eliminate stereotypical images and ensure a variety of resources to model positive images and show a balanced view of the diverse and multicultural society of the school, the local community and the wider community.

We aim to meet the needs of all pupils by differentiating appropriately.

We monitor the progress of all pupils by ethnicity and provide specific support for pupils for whom English is an additional language.

### **Ethnic Monitoring:**

We monitor pupils by ethnicity in order to meet their educational and pastoral needs and to inform our planning to ensure differentiation and diversity.

We use ethnic data to monitor pupils' attainment and progress and to set targets

### **Breaches of the Policy:**

Breaches of the policy will be dealt with in line with our commitment to meet the general duty. Staff have initial responsibility for dealing with incidents of harassment and racist incidents. The leadership team have responsibility for monitoring sanctions, including incidents where staff have breached the policy.

The head teacher will be informed of incidents of breaches of the policy by staff, parents, visitors and contractors and the incident will be discussed in line with the school's commitment to anti-discriminatory practice.

### **Reviewing and Monitoring the Policy:**

The policy will be reviewed annually

### **Publication of the Policy and Consultation & Feedback to Parents and Carers:**

The policy will be published on the school website. Hard copies of the policy will be available in school and will be given to parents by request.

### **Tackling Inequalities: Examples of Good Practice:**

These will be shared with parents, carers, pupils, staff, governors, schools and the local authority.

- Providing a comprehensive range of additional and different learning opportunities for all children who have barriers to their learning.
- Inviting parents/carers to share some of their stories/food from home with the children
- Celebrating festivals from other cultures to enhance childrens knowledge and understanding of the wider world –Divali/Eid/Hanukah/Christmas/Lunar New Year etc.
- Providing diverse multi-cultural resources (books, artefacts, clothes etc)
- Dual-language books
- Learning packs – home learning support for parents, with ideas and activities to do with their children linked to included texts
- 'Helicopter Stories' – to enable every child to have the opportunity to tell their own story.