



Lilycroft Nursery School *for children from two to five*

Equality Policy (June 2018)

Lilycroft Nursery School recognises that discrimination and victimisation is unacceptable. It is the aim of the organisation to ensure that no employee, job applicant, or service user receives less favourable facilities or treatment (either directly or indirectly) on the grounds of the protected characteristics as defined by the Equality Act 2010

- Disability
- Race
- Gender Reassignment
- Religion or Belief
- Sex
- Sexual Orientation
- Age
- Pregnancy and Maternity
- Marriage and Civil Partnership

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties

The Public Sector Equality Duty or “general duty”

This requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment, victimisation 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 protected characteristics – between people who share a protected characteristic and people who do not share it.

Two “specific duties”

This requires all public organisations, including schools to

1. Publish information to show how they are complying with the Equality Duty by April 6th 2012 and update yearly)
2. Prepare and publish one or more specific and measurable Equality objectives

This policy describes how we are meeting these statutory duties and is in line with national guidance. It includes information about how we are complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Our approach to equality is based on the following key principles:

1. All children and their families are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

2. We recognise, respect and value difference and understand that diversity is a strength.

We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. We foster positive attitudes and relationships.

We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. We have the highest expectations of all our children. We expect that all children can make good progress and achieve to their highest potential.

5. We foster a shared sense of cohesion and belonging. We want all members of Lilycroft Nursery School to feel a sense of belonging within the School and wider community and to feel that they are respected and able to participate fully in School life.

6. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development

7. We work to raise standards for all children, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of children raises standards across the whole School.

Lilycroft Nursery School as an Employer

Lilycroft Nursery School is fully committed to the fulfilment of all agreements, regulations and Acts which may have implications for our role as employers and in vocational training and will comply fully with the letter and intention of these laws, regulations and treaties from the point of advertising through to the end of any employment training contract. Amongst these are:

- Human Rights Act 1948 and 1998
- Equal Pay Act 1970
- Health and Safety at work Act 1974
- Rehabilitation of Offenders Act 1974
- Sex Discrimination Act 1975
- Race Relations Act 1976
- Race Relations (Amendment) Act 2000 carry out its legal responsibilities under the Race Relations Act of 1976, the sex Discrimination Act of 1975, the rehabilitation of Offenders Act of 1974 and the Disability Discrimination Act of 1995 from the point of advertising and recruiting through to the end of any employment contract.
- Employments Rights Act 1996
- European Equal Treatment Directive 1976
- Disability Discrimination Act 1995
- Special Educational Needs and Disability Act (SENDA) 2001
- Protection from Harassment Act 1997
- Treaty of Amsterdam (Article 13) 1997
- Public interest Disclosure Act 1998
- Data Protection Act 1998
- Working Time Regulations 1998

- Part Time Workers Regulations 2000
- Sex Discrimination (Gender Reassignment) Regulations 1999

Lilycroft Nursery School requires all employees and learners to actively promote and contribute to the development and implementation of equality of opportunity. We actively promote anti-discriminatory practice to build an inclusive environment where every child can thrive.

The responsibility for compliance and for the positive attitude required to ensure success is laid upon all employees, learners and trainees within the organisation, also external persons connected our school are expected to hold the same responsibility and commitment.

Lilycroft Nursery School is committed to the fair treatment of its staff, potential staff or users of its services. Having a criminal record will not necessarily bar you from working with us, this will depend upon the nature of the offence and when it occurred. We will take guidance from the Rehabilitation of Offenders Act 1974 and from HR when making an employment decision. We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment

Discriminatory remarks or behaviour

We take all incidents of discrimination very seriously and aim to challenge overt prejudice and discrimination when it occurs in a way that is sensitive and constructive.

As a staff team we aim to recognise and examine our own beliefs and prejudices in relation to our own practice.

We would fully support any child, member of staff or parent who encountered discrimination or harassment in a sensitive and constructive manner.

Action to be taken in case of discrimination

Any concerns of discrimination should be reported to a member of the Senior Leadership Team (SLT) in the first instance.

The SLT will consider whether discrimination has occurred and agree on appropriate actions and response. The response will be made in writing to the person raising the concern. Actions will be implemented and monitored as appropriate. A report will be produced detailing the incident and recording any actions or outcome, and where appropriate the Local Authority will be informed.

Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of children with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

What we are doing to foster good relations at Lilycroft Nursery School

We prepare our children for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our children.

We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through Personal, Emotional and Social development and across the curriculum.

We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

We promote a whole School ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

We provide opportunities for children and families to appreciate their own culture and celebrate the diversity of other cultures.

We include the contribution of different cultures to world history and that promote positive images of people. We promote positive messages about equality and diversity through displays, artefacts, resources and visitors.

Other ways we address equality issues

We maintain records of all training relating to Equalities.

Our monitoring records include evaluations of aspects of Equalities.

We keep minutes of meetings where equality issues are discussed.

We have a rolling programme for reviewing all of our School policies in relation to equalities and their impact on the progress, safety and well-being of the children.

The implications for equalities of new policies and practices are considered before they are introduced.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we will evaluate our work against the following objectives:

- listening to children and recording and reviewing their views and opinions regarding their experiences in the school
- reviewing relevant feedback from parent questionnaires, meetings with parents, parent forums and/or focus meetings and Governors' meetings
- securing and analysing responses from staff surveys, staff meetings and training events
- analysing issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps,
- ensuring that we secure responses and feedback at Governing Board meetings and from the Governing Board's working groups.
- reviewing feedback received from participants in training courses as well as students and volunteers who work with us in the School.

Links to other documents and policies

Although this policy is a key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our strategic improvement plan, self-evaluation review, on the school web site and in our newsletters.

Further guidance can also be found in our:

Behaviour Policy
Admissions Policy
Staff Code of Conduct
A-Z Staff Handbook
SEND Local Offer
Complaints procedure
Accessibility Plan