



## GREENHALL NURSERY

### Single Equalities Policy

#### **Introduction**

We understand that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity. We recognise that this Act brings together into one Act those areas now known as 'protected characteristics' that qualify for protection from discrimination such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

#### **The Public Sector Equality Duty**

The Public Sector Equality Duty (PSED) which came into force in April 2011, requires all public bodies including schools to have due regard to:

- fostering good relations between different groups
- eliminating discriminatory practices and outcomes affecting different groups
- promoting equality of opportunity

We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We have high expectations of all pupils and we aim to provide them with every opportunity to succeed by providing the highest standards of teaching and learning.

We are opposed to any member of the school personnel or others connected with the school being victimised, harassed or bullied by another based on assumptions about their status in the afore mentioned categories or on any other grounds. Also, we will not discriminate against anyone because of their political affiliation.

In order to achieve the aims of this policy we will take measures of positive action to encourage or facilitate the employment or training of minority or disadvantaged groups as we recognise that the avoidance of discrimination is not sufficient in ensuring that equality exists in this school.

All this shows that we have due regard to settings the required objectives:

*1. To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.*

*2. To ensure that vulnerable groups of pupils achieve challenging targets and the gaps in attainment are reduced.*

We as a school community have a commitment to promote equality. Therefore, an impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

### **Aims**

- To publish and put into practice agreed objectives set re the Equality Act 2010 that combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.
- To respect everyone equally irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.
- To work with other schools to share good practice in order to improve this policy.

### **Responsibility for the Policy and Procedure**

#### Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure that this policy is embedded into the culture of the school;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with the Equality Act 2010;
- ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- organised training for governors in order to ensure that all governors are aware of their legal responsibilities under equality legislation;
- has the responsibility to monitor achievement of equality targets;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy

#### Role of the Headteacher

The Headteacher will:

- ensure that this policy is embedded into the culture of the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with governors
- provide leadership and vision in respect of equality inclusion and community cohesion;
- record and deal with incidents of racism, bullying, discriminatory or prejudice related behaviour;
- seek advice from appropriate agencies in order to ensure that this policy is kept up to date;

- ensure equal opportunities is covered in the school improvement plan and in curriculum plans;
- regularly report to the Governing Body on the standards achieved by different groups within the school;
- record, report and address all racist incidents;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

### Role of school staff

School staff will:

- act as positive role models in order to promote equality throughout the school community;
- abide by and adhere to this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination and unequal treatment to the Headteacher;
- maintain an overall school ethos of respect and tolerance for one another;
- promote equality, inclusion and good community relations;
- challenge inappropriate language behaviour;
- tackle bias and stereotyping;
- promote positive behaviour
- be alert to signs of racial harassment and bullying;
- have high expectations of all pupils;
- carefully monitor all groups of pupils to ensure that they make progress and achieve their targets;
- provide a stimulating, relevant and exciting curriculum that will motivate and enthuse all students;
- use a variety of teaching methods to ensure effective learning takes place for all pupils;
- promote equality through curriculum planning;
- ensure planning is differentiated in order to provide full access for all pupils;
- create a positive classroom ethos and is welcoming to both sexes;
- ensure pupils feel valued and have individual targets;
- be open to the views of pupils
- attend appropriate training sessions;
- report any concerns they have on any aspect of the school community

### Role of Pupils

Pupils will:

- learn that they are part of the school community
- Learn how to interact with others at a level appropriate to their development
- learn to take pride in their work;
- always try their best
- Join in with activities

## **Recruitment Process**

We are an Equal Opportunities employer and we adhere to the principles of equal opportunity in all aspects of the recruitment process.

We welcome applications for vacant posts from appropriately qualified persons regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

## **Complaints**

The complaints procedures will be used to deal with any discriminatory complaint from any member of the school staff.

Any case of harassment will be dealt with by the school's disciplinary procedure.

## **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school

## **Publishing & Consulting**

We will raise awareness of this policy via:

- the school website
- the Staff induction process
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- staff meetings
- communications with home such as end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the school

## **Training**

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

## **Community Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## **Monitoring the Effectiveness of the Policy**

Annually the effectiveness of this policy will be reviewed by the Headteacher and governors.

**Appendix 1:**  
**Equal Opportunities Policy**

*(To be read in conjunction with our Special Educational Needs Policy, SMSC Policy)*

**Introduction**

Greenhall Nursery values the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences, abilities and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter.

This Equal Opportunities Policy extends to adults: staff, parents and carers.

This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that this school provides equal opportunity for all children and adults, giving due regard to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

**Aims and objectives**

- We aim not to discriminate against anyone, be they staff, pupil or parent, on the grounds of gender, race, disability, sexual orientation, religion/belief, age, attainment or background.
- We aim to promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups of pupils.
- We aim to ensure that all recruitment, employment, promotion and training processes are fair to all, and provide opportunities for everyone.
- We aim to challenge personal prejudice and stereotypical views whenever they occur.
- We value each pupil's worth, celebrating the individuality and cultural diversity of our school community, and showing respect for all minority groups.
- We are aware that prejudice and stereotyping are often caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect for all.

## **Racial equality**

At Greenhall Nursery, we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity, regardless of race, ethnicity or religion;
- promote good relations between people of different racial and ethnic groups;
- seek to educate pupils in a manner which promotes community cohesion in a multi-cultural society.

We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see policies for Racial Equality and for Behaviour and Discipline).

We endeavour to make our school and its environment welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups - for example, in the curriculum topic on religious festivals, the children learn the importance of Diwali to Hindus and Sikhs.

## **Disability non-discrimination**

The children at Greenhall have may have medical, sensory or physical disabilities, in addition to their special educational needs. We are committed to meeting the needs of these children and all reasonable steps are taken to ensure that these children are not disadvantaged compared with non-disabled children.

The school is committed to providing an environment that allows physical/sensory disabled children and adults full access to the school premises and to all areas of learning.

Teachers modify teaching and learning as appropriate for children with physical/sensory disabilities. For example, they may modify teaching materials or offer alternative activities if children are unable to manipulate tools or equipment.

## **Gender equality**

We are committed to seeing all individuals and groups of pupils making the best progress possible in our school. We have put in place a number of measures to raise the achievement of both boys and girls. These may include:

- ensuring that early literacy skills are promoted in all activities in the Early Years Foundation Stage;
- ensuring that the starting points for writing activities capture the interests and imagination of boys and girls alike;

- removing gender bias from our resources
- employing a variety of activities, and include a kinaesthetic element;
- making sure that our school environment promotes positive role models, in relation to learning and achievement;
- minimising stereotyping;
- providing challenge, competition and short-term goals;
- valuing and celebrating academic achievement in ways which will motivate both girls and boys.

If our analysis of pupils' attainment data indicates areas where girls achieve less well than boys – or vice versa - we will take measures to address this discrepancy. These may include:

- ensuring that all learning activities are relevant to real life situations and problems;
- beginning lessons by clarifying the learning intentions, and giving the 'big picture';
- minimising female and male stereotyping;
- using praise and celebration of girls' and boys' achievements in those areas where they may traditionally achieve less well than the opposite gender.

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to the relative achievement of boys and girls. We also seek to ensure that policies designed to improve the attainment of one gender group does not do so at the expense of the other.

### **The role of staff**

- Staff recognise the possibility of their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.
- When selecting classroom materials, staff strive to provide resources which give positive images, and which challenge stereotypical images of minority groups, or of boys and girls. All staff ensure that the language they use does not reinforce stereotypes or prejudice.
- We seek to implement this policy when choosing topics, and in how we approach sensitive issues - for example, during role-play, modelling Mums and Dads doing a range of jobs.
- All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents on incident forms and draw them to the immediate attention of the Headteacher.

### **The role of the Headteacher**

It is the Headteacher's role to:

- ensure that the school's policy on Equal Opportunities is implemented effectively;
- ensure that all staff are aware of the school policy on Equal Opportunities, and that teachers apply these guidelines fairly in all situations;
- ensure that all appointments panels give due regard to this policy, so that no one is discriminated against;
- promote the principle of equal opportunity when developing the curriculum for pupils, and in providing opportunities for professional development for staff;
- promote respect for other people in all aspects of school life, as appropriate to the children's stage of development
- manage all incidents of unfair treatment – and/or any racist incidents - with due seriousness, and in line with this policy.

### **The role of Governors**

In this policy statement, the governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The governing body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress and that no group of pupils is underachieving. To do this we monitor:

- progress over time;
- attainment
- attendance;
- exclusions;
- rewards and sanctions;
- parents' and pupils' questionnaires.

The governing body seeks to ensure that people from the 'protected groups' as defined by The Equality Act 2010 are not discriminated against when applying for jobs at our school. The governors welcome all applications to join the school, whatever background or minority group a child may come from.

The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

The governing body ensures that no child is discriminated against whilst in our school on account of their gender, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on their dress then the school will deal with each case sensitively, and with respect for the child's cultural traditions.



**Monitoring and review**

It is the responsibility of our governing body to monitor the effectiveness of this policy.

The governors will therefore:

- monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school;
- monitor the progress of boys and/or girls, comparing it with the progress made by other pupils in the school;
- monitor the progress of pupils from vulnerable groups and compare it with the progress made by other pupils in the school;
- monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
- require the Headteacher to report to governors annually on the effectiveness of this policy;
- take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity;
- monitor the school's Behaviour Policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy will be reviewed by the governing body every three years or sooner if it is considered necessary.

Policy approved by Governors on 23<sup>rd</sup> June 2015. Review due in June 2017.

Signed.....Date.....

*(Headteacher)*

Signed.....Date.....

*(Chair of Governors)*