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## Equality Policy for Hungerford Nursery School Centre for Children and Families

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### Document Control

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## 1. Aim

At **Hungerford Nursery School Centre of Children and Families**, we are committed to ensuring equality of education and opportunity for all children, staff, parents and carers receiving services from the centre, irrespective of age, disability, gender, gender reassignment, race, religion or belief, sexual orientation or social-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the centre feel proud of their identity and are able to participate fully in centre life. We seek to embed equality of access, opportunity and outcome for all members of our centre community. our core mission is that 'Everyone matters - Be the best you can be'. This reflects our view of being an inclusive and welcoming community where every individual is encourage to be the best they can be.

The achievement of children will be monitored by race, gender and disability and we will use this data to support children, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At **Hungerford Nursery School Centre for Children and Families**, we believe that diversity is a strength that should be respected and celebrated by all those who learn, work and visit here.

## 2. Purpose of Policy

The purpose of this policy is to show how we are integrating equality into the Centre's core priorities and functions, which enables us to:

- Demonstrate how promoting equality and eliminating discrimination can help to raise standards.
- Ensure that equality and diversity are part of the centre's core business both as a provider of education and as an employer.
- Promote community cohesion and good relations between children, parents and staff of different backgrounds through education.
- Place the centre in a position, which is regarded by everyone as an environment that affords respect and fair treatment of all.

## 1. Applicability

This Equality Policy applies to all of the centres children, staff, governors, parents/carers, visitors and community users.

The policy supports our responsibilities in relation to the Public Sector Equality Duty under section 149 of the Equality Act 2010. This states that, in carrying out their functions, public bodies, including schools, are required to have due regard to the need to:-

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;

- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not.

The Equality Act 2010 has broadened the groups that are protected to include nine protected characteristics. We all have one or more of the protected characteristics, so the Act protects everyone against unfair treatment. The protected characteristics are:-

- (i) **Age:** where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).
- (ii) **Disability:** a person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.
- (iii) **Gender Reassignment:** the process of transitioning from one gender to another.
- (iv) **Marriage and Civil Partnership:** In England and Wales marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).
- (v) **Pregnancy and Maternity:** Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.
- (vi) **Race:** Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.
- (vii) **Religion or Belief:** Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.
- (viii) **Sex:** A man or a woman.
- (ix) **Sexual Orientation:** Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

To show how we are complying with the Act, we will:

- Investigate and set objectives that will improve equality in our Centre.

## **2. Aims and Objectives**

At **Hungerford Nursery School Centre for Children and Families**, we will ensure compliance with relevant legislation and that no one with a protected characteristic receives less favourable treatment.

We aim to provide all our children with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of children;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all children when planning for future learning and setting challenging targets;
- Ensure equality of access for all children and parents and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the Centre, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for children and families to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents/carers in supporting their child's education;
- Encourage discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and a range of approaches appropriate for the whole Centre population, which are inclusive and reflective of our children and Families.

### **3. Reasonable Adjustments**

At **Hungerford Nursery School Centre for Children and Families**, we are aware of our duty under the Equality Act 2010 to provide reasonable adjustments for disabled children and families. A disability is defined as a physical or mental impairment that has a long-term and substantial adverse effect on the pupil's ability to carry out normal day-to-day activities.

We take positive steps to ensure that disabled children and families can fully participate in the education provided and that they can enjoy the other benefits, facilities and services that we provide for children.

### **4. Roles and Responsibilities**

#### **The responsibilities of the Board of Governors**

- To adopt and monitor the Equality Policy and equality objectives.
- Ensure the Centre takes all reasonable steps to ensure that its employees do not carry out unlawful discriminatory actions or behaviour.
- Support and guide the Centre to have 'due regard' for equality in all its functions.
- To designate a named governor with responsibility in this area to ensure that the Centre eliminates unlawful discrimination and promotes equality of opportunity.
- Annually monitor progress towards the objectives, reporting to governors and evaluate and review the policy and the objectives every 4 years.

#### **The responsibilities of the Head Teacher**

- To implement the Equality Policy within the Centre.

- To undertake Equality Impact Assessments for relevant actions, policies, procedures and changes in the Centre.
- To provide appropriate training for staff in equal opportunities and diversity and its implications for teaching and learning.
- To ensure all staff are aware of their responsibilities in relation to equality and diversity.
- To ensure that all staff appointment panels give due regard to this Policy in order that no one is discriminated against when it comes to employment, pay, performance management, promotion and training opportunities.
- To promote the principles of equal opportunity and diversity when developing the curriculum, as well as promoting respect for other people in all aspects of the Centre work.
- To ensure that due regard is given to the principles of equality and diversity with respect to all Centre policies.
- To encourage staff to intervene in a positive way against any occurrence of discrimination.
- To treat all reports of incidents of unfair treatment, discrimination, harassment and victimisation with due seriousness.
- To report any serious incidents involving equality and diversity implications to the Board of Governors via the termly Head Teacher to Governor report process (ie three times per annum).
- To provide the Board of Governors with appropriate data to enable them to monitor equality.

### **The responsibilities of all Staff: teaching and non-teaching**

- To contribute to the achievement of the Centre's Equality Objectives.
- To adhere to the Centre's Equality Policy.
- To ensure that all staff, adults and children are treated fairly, equally and with dignity and respect.
- Not to discriminate against any member of staff, adult or pupil.
- To take care when selecting resources and materials, paying due regard to the sensitivities of all members of the community and not using resources that are discriminatory in any way. Staff should strive to provide materials that give positive images based on race, gender and disability and challenges stereotypical images.
- To take care when designing long term planning, paying due regard to the choice of topic to study and how to approach sensitive issues.
- To challenge any incidents of prejudice or discrimination and report these to the Head Teacher or Board of Governors as appropriate.

### **The responsibilities of Parents, Children and Families**

- To adhere to the Centre Equality Policy and understand how it relates to them, appropriate to age and ability
- To treat all staff, adults, families and other children fairly, equally and with dignity and respect.
- Not to discriminate against any member of staff, adult, family or child. Prohibited behaviour is set out in section 5 below.

- To raise any incidents of prejudice or discrimination and report these to a member of staff immediately.

## **5. Prohibited Behaviour under the Equality Act**

Harassment on account of any of the protected characteristics is unacceptable and is not tolerated within the Centre 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 student's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher/head teacher where necessary. All incidents are reported to the head teacher and the Board of Governors as they occur.

Harassment on grounds of any of the protected characteristics or other factors, such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

Types of discriminatory incidents include:-

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation gender reassignment or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into the Centre;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender, sexual orientation or gender reassignment;
- Discriminatory comments in the course of a discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference eg food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds or race gender, disability, sexual orientation or gender reassignment.

## **6. Responding to and Reporting Incidents**

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 Centre.

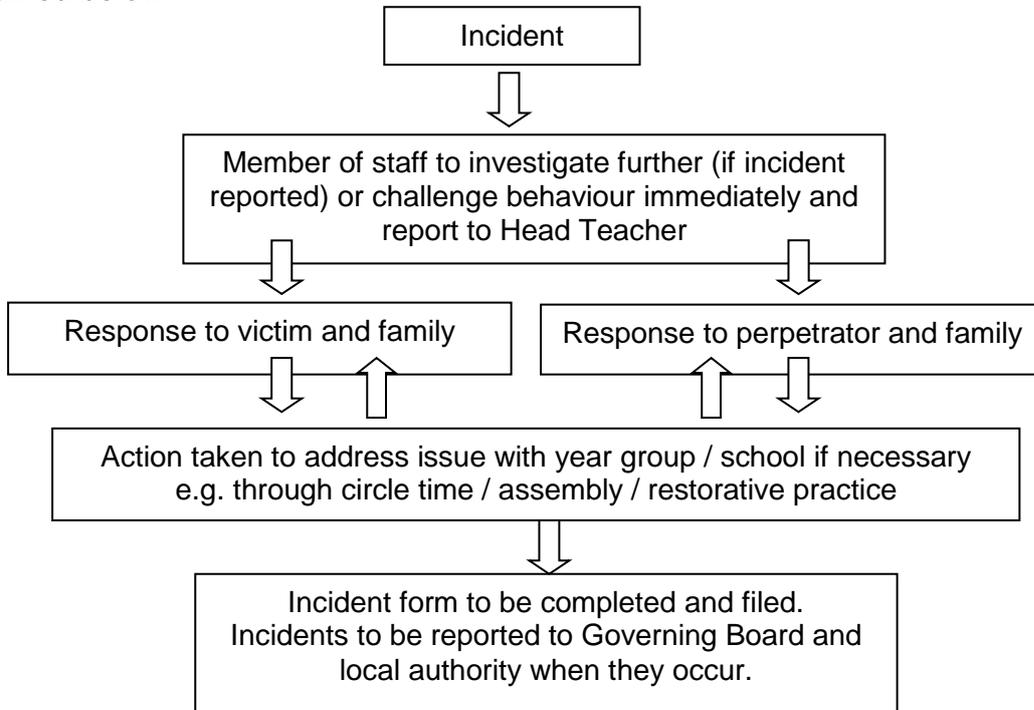
Incidents relating to staff will be dealt with under the following policies and procedures (as appropriate):-

- Disciplinary Procedure for the Centre

- Code of Conduct for the Centre
- The Centre Grievance Procedures
- Responding to Bullying and Harassment Policy for the Centre

Incidents involving the Board of Governors should be referred to the Chair of Governors.

A suggested procedure for responding and reporting incidents involving children is outlined below:



## 7. Monitoring and Review

The Centre Leadership Team and Board of Governors recognise that action and progress in relation to equality and diversity needs to be monitored and analysed and in order to do this, we will:-

- Assess the impact of our policies, practices and procedures.
- Review the Centre Equality Policy in line with current legislation and any other improvements identified.
- Review the Equality Objectives annually and re set them every four years.
- Monitor data on children' achievements, attendance and participation by race, gender and disability and use this to inform strategies to raise achievement.
- Monitor the requirement and selection process to ensure that no individual applying for a post at the Centre is discriminated against.
- Monitor the school's admissions, behaviour and exclusion policies to ensure that children from minority groups are not disadvantaged as a result of the application of these procedures.
- Monitor the use of services to ensure that all sections of the wider community have equal and fair access to services provided.

- Monitor the non-use of Centre services and take action if barriers to access centre services exist.
- Undertake workforce profiling, including the monitoring of Centre workforce and student demographics.
- Ensure information is available in alternative formats and languages, and that meetings are held in accessible buildings and at suitable times.

## **8. Collected Data – Appendix 1**

We will collect data on the following:-

- Equality data relating to children who share a protected characteristic will be reported to the Board of Governors annually to show how the school is complying with the Public Sector Duty. *(Data relating to the workforce is only required for schools with 150 staff or more).*
  - (i) The race, disability, gender with regards admissions
  - (ii) An indication of likely representation on sexual orientation and religion/belief (provided no one can be identified as a result).
  - (iii) An indication of any issues for transsexual staff and children, based on engagement with transsexual staff or voluntary groups
  - (iv) Staff grievances and dismissals.
  - (v) Pupil exclusions.
  - (vi) Attainment data to show how children with different characteristic are performing.
  - (vii) Information on the steps being taken in response to the analysis undertaken of the available attainment data.

## **9. Equality Objectives - Appendix 2**

*Our equality objectives have arisen from analysis of our data and other information. We have identified areas where there is potential for improvement on equalities.*

## **10. Further Documentation**

- Equality Act 2010
- Department for Education Advice: The Equality Act 2010 and Schools (May 2014)

## **11. Other Related Statutory Policies for Schools**

- Positive Behaviour
- Admissions
- Complaints (incorporating the Complaints Procedure)
- Accessibility Plan
- Premises Management Documents
- School Information Published on a Website

- Capability of Staff (Staff Capability)

## Appendix 2 – Equality Objectives 2016 - 2020

| Equality Objectives 2016 - 2020  | Target Group              | Led by:   | Outcomes monitored by  | Monitored by |
|--|---------------------------|-----------|--|--------------|
| To promote cultural development and understanding through a rich range of experiences both in and beyond the school and to increase awareness and promote cultural understanding of children in relation to different ethnic groups within our community.                      | Racial characteristics    | HT/DH/FCC | Evaluation   | Governors    |
| To increase staff's understanding of equality and its implications on a day to day basis, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act | Racial characteristics    | HT/DH/FCC | Evaluations  | Governors    |
| To narrow the gap in boys  | Gender                    | Ht/DH/FCC | Data Evaluation  | Governors    |
| To narrow the gap between children with and without disabilities at the end of Nursery Education   | Disabilities              | HT/DH/FCC | Evaluations<br>Data<br>SEN parents attendance at family days   | Governors    |
| To increase accessibility of documentation for parents who are unable to communicate or read in English  | Racial Characteristics    | HT/DH/FCC | Evaluations  | Governors    |
| To increase the extent to which all families and children, including in particular those with a protected characteristic feel valued and confident and in consequence more likely to achieve their potential and take part in training or learning activities                  | Protected Characteristics | HT/DH/FCC | Track attendance at parent open sessions<br>Track parent engagement<br>Track attendance at FC activities/training<br>SEN Parents attending JAMS tracking | Governors    |

### **Appendix 3 - Check List for School Staff and Governors**

- Is information collected on the protected characteristics with regards to both children and staff\* e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides? \*Data relating to staff does not need to be published where the school has less than 150 employees.
- Are the Equality Objectives specific and measurable and have they taken into account areas for improvement identified through analysis of the published data?
- Is pupil achievement analysed by the protected characteristics? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to the protected characteristics?
- Are all children encouraged to participate in school life? Are children who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of children and staff monitored by the protected characteristics and is this information used to make a difference to the experience of other children? Are incidents of bullying and harassment related to the protected characteristics reported to the governing board when they occur?
- Are visual displays reflective of the diversity of your school community? How are role models related to the protected characteristics promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around the protected characteristics?
- Is the school environment as accessible as possible to children, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the facilities selected for activities off site including residential trips as accessible as possible to children and staff?
- Are the accessibility needs of parents, children and staff considered in the publishing and sending out of information, in terms of the protected characteristics?

Are procedures for the election of parent governors open to candidates and voters who are disabled?