



# **Equality & Diversity Policy**

## **for**

# **The ACE Centre Nursery**

# **School**

Approved by: Full Governing Board

Date: June 2024

Review date: June 2026

Signed: Catherine Hayward (Chair of Governors)

Lynn Jenkins (Headteacher)

## Purpose of the policy

**The Equalities Act 2010** was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against children or adults, or treat them less favourably because of:

- Age
- Marriage and civil partnership
- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

The act requires all public organisations, including schools to comply with the **Public Sector Equality Duty** and have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act.
- Advance equal opportunities between people who share a protected characteristic and those who don't share it.
- Foster good relations between people who share a protected characteristic and those who don't share it.
- prepare and publish one or more specific and measurable Equality objectives (see Development plan).

In practice, 'due regard' means:

- Demonstrating awareness of our school's duty to have 'due regard' when making a decision or taking an action, assessing whether there will be an impact for people with protected characteristics.
- Considering equality implications before and when developing policies and taking decisions, and to keep them under continuous review.
- Carrying out these analyses seriously, rigorously and with an open mind to integrate the Public Sector Equality Duty into our school's functions. This means our process must be more than a box-ticking exercise.
- As a school, we can't delegate responsibility for carrying out the duty to anyone else.

This policy describes how we are meeting the 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. The policy is available on the website and in the policy file in the school office for parents, staff, students, volunteers and visitors.

We review all policies on a rolling programme and consider their impact on the progress, safety and well-being of the children. The implications for equalities in new policies and practices are considered before they are introduced.

### **Introduction to the policy**

The Ace Nursery School is an inclusive environment where we focus on the well-being and progress of every child and their family, and where all members of our community are of equal worth. We believe the Equality Act, 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality, and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### **The ACE Centre Nursery School is committed to ensuring that:**

- We welcome all children and families.
- We recognise the value of diversity and seek to create an environment where all children and adults feel accepted, valued and respected.
- We understand and believe that all children are unique and so strive to identify how best to support their development.
- We provide a safe and secure nursery where children and adults can learn, knowing their contributions will be valued.
- We work with families who use the nursery to support their understanding of diversity and equality.
- We recognise the importance of inclusion and all children having access to provision at the nursery.
- Discriminatory language, behaviour or comment by adults is not acceptable at the nursery. Any adults choosing to behave in a disrespectful manner will be asked to leave the nursery.
- We model acceptable ways to communicate and positive relationships across the nursery.
- We recognise that some children need extra support to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and are involved in our decisions, especially children, parents and those of us who can be treated less favourably.
- We ensure that everyone is treated respectfully.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same.
- 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.

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

- **All children and their families are valued.** They are valued as individuals with their experiences, abilities and disabilities, ethnicity, culture, national origin or national status, gender identity, belief.
- **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 nursery.
- **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other. We make adjustments to make sure that all have access to the community of the nursery e.g. using a translation tool to help communicate if appropriate.
- **We have high expectations for each child.** We expect that all children can make progress and achieve to their highest potential.
- **We foster a shared sense of cohesion and belonging.** We want all children, parents and carers, staff and visitors at the ACE Centre 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 the nursery life.
- **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.
- **We work to raise standards for all children, but especially for the most vulnerable.** We believe in high quality education for each child. High quality education for the most vulnerable children will include additional support or provision to support their wellbeing and progress as needed.

In order to make sure that we are meeting the needs of the whole nursery community in terms of equality we:

- Review relevant feedback from the annual parents' questionnaire, parents' consultations, governors' meetings.
- Secure and analyse responses from staff meetings and training events.
- Analyse issues raised in the annual reviews or reviews on individual education plans.
- Respond to governors' feedback.

## **Inclusion**

We ensure equality of access for all children to a broad and balanced curriculum, removing barriers to participate, resources and environment. We implement an Accessibility Plan designed to:

- increase the extent to which children with a disability can participate in the curriculum.
- improve the physical environment and improve the availability of accessibility information to disabled pupils and their families.

## **Positive action**

We take positive and proportionate action to address the disadvantage faced by particular groups of children with particular protected characteristics:

- The ACE Centre Nursery School prepares children for life in a diverse society and ensures that there are activities across the curriculum that promote the spiritual, moral, social, and cultural development of the 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 integrated nursery ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for children and families to appreciate and share their own culture and the diversity of other cultures.
- We promote positive images of people and the contribution of different cultures to world history.
- We promote positive messages about equality and diversity through displays, artefacts, resources and visitors.
- We review all policies on a rolling programme and consider 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.

## **Responsibilities of staff**

The responsibilities for ensuring that there is no unlawful discrimination rests with staff. All staff should:

- Comply with the integrated nursery policies.
- Not discriminate in their day-to-day activities or induce others to do so.
- Not victimise, harass or intimidate other staff or groups who have, or are perceived to have one of the protected characteristics.
- Ensure no individual is discriminated against or harassed because of their association with another individual who has a protected characteristic.
- Inform their line manager if they become aware of any discriminatory practice.

The nursery will challenge all forms of prejudice and prejudice-based bullying which stand in the way of fulfilling our commitment to inclusion and equality. We will keep a record of any prejudice-related incidents and provide a report to governors about the numbers, types and severity of prejudice-related incidences in the nursery and how we dealt with them. We will review this data termly and take actions to reduce incidents.

## **Links to other documents and policies**

Although this policy is a key document for information about our approach to equality in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act is also included in the school development plan, self-evaluation review, and website.

Related guidance:

- Admissions
- SEND Code of Practice
- EYFS
- Equality Act (2010)
- Public Sector Equality Duty Guidance for Schools in England (2014)
- Prevent Policy
- Complaints procedure
- Safeguarding Children Policy
- Recruitment procedures

## **Key objectives for 2024-25**

- **To ensure that the school's curriculum is rich and diverse, enabling all children to feel valued and confident, with a positive self-image and respect for individuality.**
- **To celebrate cultural capital diversity with particular regard of the needs of vulnerable groups.**
- **To monitor how well children who may be disadvantaged, and those with SEND are included in all aspects of school life.**

In addition to equality objectives that address outcomes for pupils we have objectives that also aim to reduce or eliminate inequalities for parents/carers, members of the community and the school workforce. We will:

- **Analyse recruitment data and trends with regard to race, gender and disability, and report on this to the governing board.**
- **Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year.**
- **Look to improve diversity within our Governing Board.**