



Charters Ancaster Nursery and Forest School



POLICY FOR EQUALITY AND DIVERSITY

Reviewed By: Nursery Manager

Date approved by Directors: January 2019 Signature: _____

Date for Review: January 2020

EQUALITY & DIVERSITY



Equality is not about treating all people in the same way. It's about recognising and respecting diversity enough to adapt practice and procedure to suit all.

Introduction

Valuing diversity is central to the ethos of Charters Ancaster Nursery. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and visitors, irrespective of race, age, gender, sexual orientation, disability, faith, religion or socio-economic background.

We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

Policy Statement

2.1 Charters Ancaster Nursery acknowledges, and welcomes, diversity among pupils, staff and visitors.

2.2 We do not discriminate against anyone, child or adult, on the grounds of their gender, race, age, religion, nationality, sexual orientation, disability or socio-economic background.

2.3 We promote the principles of fairness and justice for all through the education that we provide in our Nursery.

2.4 We want all members of our Nursery community to feel a sense of belonging within the Nursery and wider community and to feel that they are respected and able to participate fully in Nursery life.

2.5 We have high expectations that all pupils can make good progress and achieve to their highest potential.

2.6 We respect the religious beliefs and practices of all staff, pupils, parents and carers.

2.7 We ensure that all recruitment, employment, promotion and training policies and procedures are fair to all and provide opportunities for everyone to achieve.

2.8 We will make reasonable adjustments, where required, in order to improve access to the Nursery buildings, increase access to the curriculum and improve delivery of information.

Meeting our Duties

3.1 The Equality 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 as the Nursery must not discriminate against pupils/children and staff by treating them less favourably because of their ...

- a) sex (gender),
- b) race,
- c) disability,
- d) religion or
- e) belief,
- f) gender reassignment,
- g) sexual orientation or
- h) pregnancy or maternity,
- i) age
- j) marriage or civil partnership.

Some of these 'protected characteristics' do not apply to nursery children because of their ages but the characteristics may apply to employees.

The Public Sector Equality Duty or General Duty

3.3 The general duty requires that all public organisations, including Nurseries should:

- ✓ Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- ✓ Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- ✓ Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

The Specific Duty

3.4 The specific duty requires a designated public authority to:

- ✓ Publish information to show compliance with the Equality Duty.
- ✓ Publish Equality objectives at least every 4 years which are specific and measurable.

Race Equality

3.5 This section of the scheme reflects the general and specific duties as detailed in The Race Relations (Amendment) Act 2000 which imposes a positive duty to:

- ✓ Eliminate racial discrimination;
- ✓ Promote equality of opportunity;
- ✓ Promote good relations between people of different racial groups.

3.6 We meet this duty by:

- Celebrating our diversity through curriculum planning - incorporating an anti-racist and multi-cultural perspective in all curriculum areas as relevant to the age of the pupils;
- Planning learning that helps children develop positive skills and attitudes, eg recognising and challenging stereotypes and other racist attitudes; resisting peer pressure
- Modelling always to our children attitudes of tolerance, compassion and fairness;
- having displays that reflect and validate the community and the life experience of the children in our Nursery;
- Ensuring that we acknowledge the contributions made in the past and in society now by all ethnic groups,
- Making opportunities for our children to encounter and learn about experiences beyond their own, for example by visiting different places of worship, or by inviting into Nursery speakers representing different ethnicities/cultural traditions;
- There should be some ethnic dolls amongst the selection in each class and ethnic resources in each room, plus examples of different ethnicities and cultures should be ongoing and part of weekly planning.
- Ensuring that all new staff, parents and visitors on entry into Nursery are made aware of our commitment, values and expectations;
- Ensuring all staff including administrative staff and cleaning staff have access to relevant INSET and are given other training in the importance of support for equality and diversity;
- Having procedures for dealing with, recording and reporting incidents of racial harassment and bullying that are consistent with LA policies and guidance, for example by keeping a log of all incidents and recording how they were dealt with;

- Ensuring that incidents of racial discrimination or racial harassment are dealt with promptly, firmly and consistently and in accordance with the Nursery's disciplinary procedures and that action is taken to support the victims;
- Ensuring that all staff and parents are made aware of the procedures for dealing with racist incidents, racial harassment and bullying and that such behaviour is unacceptable;
- Catering for the dietary and dress requirements of different religious groups and enabling pupils to observe festivals and events relevant to their faith;
- Working with parents and carers and with the wider community, to tackle racial discrimination and to follow and promote good practice.

Disability

3.7 This section should be read in conjunction with the Nursery's Special Educational Needs Policy.

3.8 The Disability Discrimination Act, (2006) requires us to have due regard to the following duties in all that we do:

- ✓ Promote equality of opportunity between disabled people and other people
- ✓ Eliminate discrimination that is unlawful under the Disability Discrimination Act 1995
- ✓ Eliminate disability related harassment
- ✓ Promote positive attitudes towards disabled people
- ✓ Encourage participation by disabled people in public life
- ✓ Take steps to meet disabled people's needs, even if this requires more favourable treatment.

The Definition of Disability

3.8 The Disability Discrimination Act 1995 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'. This includes 'hidden' impairments, such as mental illness, dyslexia, autism, speech & language difficulties, attention deficit hyperactivity disorder (ADHD), diabetes or epilepsy.

3.9 The DDA 2005 has also extended the definition of disability as follows: People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.

Discrimination

3.10 Disabled people may be discriminated against in a number of ways. These include:

- Discriminatory attitudes
- A lack of accessible information
- Inaccessible environments
- Services that have not been designed to take account of the needs of disabled people

Accessibility

There is a specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- ✓ Increase access to the curriculum
- ✓ Make improvements to the physical environment of the Nursery to increase access
- ✓ Make written information accessible to staff, children and parents in a range of different ways as required.

3.12 An Accessibility Action Plan was completed in January 2020. Please refer also to our Accessibility Policy.

3.13 We are proud of the ways in which we support disabled pupils; of the progress and confidence they gain; and of the positive attitudes non-disabled children show to their disabled peers.

Gender Equality

3.13 The general duty to promote gender equality means that we must have due regard to:

- ✓ Eliminating discrimination and harassment on grounds of sex and gender reassignment
- ✓ Promote equality between men and women / boys and girls

Transgender

3.14 Transgendered people are explicitly covered by the Gender Equality Duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The Nursery will respect the confidentiality of those parents/carers/staff seeking gender reassignment and will provide a supportive environment within its Nursery community.

Community Cohesion

3.15 We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious, non-religious and socio-economic groups.

Sexual Orientation, Religion and Belief, Pregnancy and Maternity

3.16 We ensure that we do not discriminate on these grounds.

Roles and Responsibilities

4.0 We expect all members of the Nursery community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Board of Directors

4.2 The Directors and Nursery Manager are responsible for ensuring that the Nursery complies with legislation, and that this Policy and its related procedures and action plans are implemented.

4.3 Monitoring of this Policy will involve an overview of standards, curriculum, admissions, exclusions, personnel issues and the Nursery environment.

Nursery Staff

4.4 All Nursery staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver a curriculum that reflects the Nursery's principles, for example, in providing materials that give positive images in terms of race, gender and disability eg Ethnic dolls, clothes, play resources should be included amongst the resources in each class, plus using examples of different ethnicities and cultures should be ongoing and part of weekly planning.
- maintain the highest expectations of success for all pupils
- support different groups of children in their classes through differentiated planning and activities
- keep up-to-date with equalities legislation relevant to their work.
- model at all times positive attitudes of tolerance, compassion and fairness.

4.5 We will provide training and guidance on Equality and Diversity for all staff new to the Nursery as part of the induction procedure.

Visitors

4.6 All visitors to the Nursery, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this scheme.

Collecting and analysing equality information

4.7 We are an inclusive Nursery. We use the curriculum to enhance the self-esteem and knowledge of all those we serve and to provide a learning environment in which each individual is encouraged to fulfil his or her potential.

Where statistically viable we analyse the progress of groups of children by different criteria such as age and gender and ethnicity using the 'family' assessment program.

Complaints of bullying or racial incidents

4.9 The Nursery Manager keeps logs of all allegations of bullying or of racial discrimination, and records how incidents have been dealt with. Allegations of such types are extremely rare in our Nursery, but if they do occur, they are always treated seriously and parents are kept informed.