



*Rebecca Cheetham Nursery
and Children's Centre*

EQUALITIES POLICY AND EQUALITIES OBJECTIVES

Compiled by: RC SLT using LA guidance

Amended: RC Senior Leadership Team

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Governor's signature: _____

Equalities Policy

INTRODUCTION

The Equality Act 2010 brings together for the first time all the legal requirements on equality that the private, public and voluntary sectors need to follow. Article 2 states that all children's rights apply to them without discrimination based on factors like ethnicity, sex, or religion. It affects equality law at work and in delivery all kinds of services and in the context of this policy in all aspects of the provision of an education.

The Equality Act 2010 replaces all the existing equality law including:

The Equal Pay Act 1970

The Sex Discrimination Act 1975

The Race Relations Act 1976

The Disability Discrimination Act 1995

Whether at work as an employee or in using a service, the message (or purpose) of the Act is that everyone has the right to be treated fairly at work or when using services. The Act protects people from discrimination on the basis of certain characteristics and they vary slightly according to whether the person is at work or using a service.

There are NINE 'protected characteristics' (characteristics of equality) employees might have. They are:

1. Age
2. Disability
3. Gender reassignment
4. Marriage or Civil Partnership
5. Pregnancy and Maternity
6. Race
7. Religion or belief
8. Sex (gender)
9. Sexual orientation

Equality of opportunity is a fundamental aspect of the ethos at Rebecca Cheetham Nursery and Children's Centre. It is the responsibility of the governors, Head Teacher and all staff involved in the school to provide leadership in the development and implementation of effective policies to promote equality of opportunity.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

Having a behaviour policy which ensures that all children feel safe at school and addresses prejudicial bullying.

Reporting, responding to and monitoring all racist incidents.

Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping

Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success.

Tracking pupil progress to ensure that all children make good or better progress

and intervening when necessary.

Ensuring that all pupils can access extra-curricular provision.

Listening to and monitoring views and experiences of pupils and adults to evaluate

PURPOSE

Following the spirit of the school's ethos and the ways in which we strive to improve, we aim to ensure that every pupil and member of staff is given an equal opportunity to achieve their full potential. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community.

To meet these aims, we are committed to:

- Equal access and treatment for everyone
- Being responsive to changing needs
- Educating and informing children, staff and parents about the issues in this policy
- Avoiding prejudice
- Promoting mutual respect, regardless of differences, **above all acceptance of others**
- Working to an agreed code of conduct which can be modified, monitored and evaluated in accordance with current best practice in the area of equal opportunities

OBJECTIVES

- To promote a positive self-image in all children and to respect their individuality, providing for all pupils according to their needs
- To ensure equality of opportunity and tolerance of others permeates the whole curriculum and ethos of the school
- In delivering the curriculum and in promoting our school and services to others, to ensure it contains non-stereotypical images in order to overcome preconceived ideas of gender, ethnicities, culture or religion
- To include in resources books, materials and equipment that are multicultural and non sexist, providing positive images of all groups
- To ensure that the organisation of the school is sensitive to the needs of all
- To acknowledge the richness and diversity of **British Society and Values** and to help prepare children for their part in that society
- To develop a positive attitude to equal opportunity by all staff, parents, helpers, governors, children and all who participate in the school

THE LAW

Unlawful discrimination occurs when one person receives less favourable treatment because of their having one or more protective characteristics. The law is extensive and complex especially when the implications of the Human Rights Act, also feature in considerations.

Accordingly, the Inclusion Manager will provide general guidance on matters which require clarification whilst ensuring professional guidance is sought when specific reference is needed to the Equality Act 2010 and relevant legislation.

ELIMINATING DISCRIMINATION

The school is aware of its obligations under the Equality Act 2010 and complies with nondiscrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September. The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

DIRECT AND INDIRECT DISCRIMINATION

In most cases, the nature of less favourable treatment will be clear and common sense will dictate the necessary action to take, usually after a discussion with the Inclusion Manager. Where doubt exists, then reference should be made to either the Head Teacher or the Executive Head Teacher.

IDENTIFICATION

Teaching staff and all other staff that work with children will observe children at play and in classrooms always seeking to identify good and unacceptable behaviour. In instances of unacceptable or inappropriate behaviour, suitable intervention will be given at the time but repeated instances will be recorded for discussion with the Headteacher, parents and governing body.

Suitable training is to be undertaken by relevant teaching staff and governors to aid the identification of discrimination, learn techniques for managing abuse and to keep abreast of changes in the law. This document and others relevant to standards of behaviour (e.g. Behaviour Policy) will be available on the school website for reading by the governing body and staff. An "Open Door" policy will continue to operate in order that parents may discuss their concerns with the Headteacher and staff. Equally, early advice should be given of any protective characteristic (or suspected protected characteristic) which may affect a child's performance and/or behaviour at school.

Consultation with parents, GPs, health visitors, speech therapists etc. may also be sought in appropriate circumstances. The school will maintain clear, factual and up to date records to identify patterns of behaviour which are contrary to our aims.

Rebecca Cheetham Nursery School is a Centre Excellence School which was awarded by Inclusion Quality Mark. Staff have been trained and endorsed to deliver the Autism Education Trust's national certificated programme.

POSITIVE ACTION

Unlike positive discrimination, which is in itself unlawful, positive action will be fostered in line with current best practice:

- Staff will continue to use examples in their teaching to demonstrate the benefits of a mixed society and the contributions made to our history by individuals of all genders, races, age groups etc.
- Knowledge is encouraged in all aspects of school life to show the advantages of pooling experience, knowledge and various points of view.
- Job vacancies will be widely advertised to promote a diversity of candidates.

DAILY PROCEDURES

- Children, parents and staff will be given equal treatment, equal opportunity to voice their opinions and equal access to resources.
- Teaching material and other forms of communication are reviewed on a regular basis to ensure compliance with this policy.
- Positive action, especially by pupils, will continue to be rewarded and made known to the wider school community.
- Staff meetings will include equal opportunity issues when relevant, with particular reference to this policy and its inclusion in the curriculum.
- Clear and constant messages will be given regarding the school's values and disciplinary procedures in line with the policy on behaviour.

INVOLVING PARENTS

As with all school policies, there is a critical role to be played by parents. Parents will continue to be informed of their child's behaviour: as well as any aspects of their attitude towards others which gives rise to concern.

We don't believe children of this age will behave in a discriminatory way but if they do, intervention will be discrete and informal, however if on-going concerns persist the Inclusion Manager, room leaders and key person will take on the matter.

All forms of discrimination by any person within the school are to be treated seriously and a careful note kept of any such incidents. It must always be made clear that such behaviour is unacceptable. Subsequent incidents will be reported to the Head Teacher (Accountability Meeting) and a decision made to involve the parents of the children concerned.

In the event that formal disciplinary proceedings may occur, or if co-operation is not evident, external specialist agencies will be consulted and a plan of action agreed. Continued unacceptable behaviour could result in exclusion procedures for the pupil.

SUCCESS CRITERIA

The measurement of equal opportunities in practice requires a variety of criteria to be assessed, of both a quantitative and qualitative nature. Key areas for consideration are:

- The level of complaints by pupils, staff and parents will be reviewed regularly or more frequently if unsatisfactory trends are evident.
- Attendance records, punctuality and unauthorised absences will be examined in this respect.
- Children's progress will be assessed at the end of every term and all children will be given the same opportunities to make improvements.

PRACTICE AROUND THE SCHOOL

- Wherever possible, we try to display all children's work throughout the school and provision
- Children with special educational needs must be given equal access to the curriculum
- All children have equal access to extra-curricular activities such as Educational Visits
- Staff need to have an awareness of the demands of the individual and endeavour to give equal attention and speak in the same manner to all children, avoiding bias when praising or disciplining.
- All children must have an opportunity to take books home to read
- Our aim is to have a zero incidence of, and tolerance for, discriminatory behaviour

MANAGEMENT AND ORGANISATION

- To review all policies to ensure that each area, whether a whole school issue or a curriculum subject, takes account of the specific ways in which equal opportunities applies
- To monitor academic achievement by analysing progress and attainment results by sex, race & ethnicity.

ETHOS

- To ensure that displays around the school reflect a variety of positive images which are free from stereotyping associated with gender, race or physical disability
- To ensure that all gatherings within the school or with an extended audience (such as parents) are free from messages or language which undermine **principles of tolerance or understanding**.
- To encourage adults from a broad spectrum of society to visit the school, particularly to demonstrate role models which are non-traditional for their sex, ethnicity or disability.
- To provide training and support in order to ensure that support staff uphold the principles of equal opportunities in their work with children
- To include in the school's behaviour policy a reference to the avoidance of sexual or racial harassment and abuse, together with clearly understood procedures for dealing with any occurrences
- To understand "unconscious bias" and to ensure that staff are keenly aware that the things they say and do could be unconsciously negative.
- To ensure that representation exists throughout the school in displays, books and pictures.

- To ensure that language used in the school is the same for boys and girls and applied equally
- To encourage an understanding of the ways in which language can be used to stereotype and undermine confidence
- To ensure that children are not deterred from utilising non-stereotypical toys or role play clothing during their play
- To make clear that sexist and racist abuse is unacceptable and will be logged.
- To ensure that school publications reflect the commitment to equal opportunities and are free from gender or cultural bias
- To encourage and develop positive links with the local community
- To make all visitors feel welcome.

CLASSROOM PRACTICE AND DELIVERY

- To ensure equal access to resources, equipment and toys
- To take steps to build the skills and confidence of children in areas where they may traditionally be lacking in confidence.
- To ensure equal opportunities for talking and listening in whole key worker group discussion and in the free-flow learning environment.
- To divide teacher/key worker time equitably between girls and boys
- To create an environment in which co-operation is central and children are encouraged to play with a range of different children and utilise concepts of caring, sharing and being kind
- To teach children the skills to resolve conflicts and become assertive

CURRICULUM PLANNING & DESIGN

- To review the planned adult-led focus tasks and actively seek opportunities to address the issues of equal opportunities
- To select texts that allow representation so all children can identify themselves in books
- To ensure that multi-cultural issues are not presented in a tokenistic way
- To be aware of, and challenge, bias and stereotypical viewpoints within our teaching and language e.g. only presenting images of Africa or India, as poor and rural
- To draw on examples from many cultural traditions and recognise Britain as having a diverse cultural background
- To help children explore the idea of 'stereotyping' in order that they can make more informed choices in relation to their identity (i.e. gender, ethnic or cultural background, disability)
- To be aware of the balance of male/female roles, disabled/able-bodied and roles from a variety of cultural backgrounds, when choosing historical figures or the work of artists, composers, authors etc. as a focus for a curriculum area.

PUPIL VOICE

Through our support of child's voice, we encourage our children to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through child's voice by

interactions between children from different classes and staff as well as the wider community

INCLUSION

Promoting and practising inclusion in school lessons, around the school sites, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds. You can find more information regarding our provision for and policy on inclusion for SEN in the Special Education and Disability Policy.

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

Cuts across any religious holidays

Is accessible to pupils with disabilities

Has equivalent facilities for boys and girls.

ASSESSMENT

- To monitor assessment procedures to ensure that they are not distorted by stereotyped attitudes and expectations

RESOURCES

- To prepare and select resources which are free from cultural or gender bias, wherever possible
- Biased resources may be used but only as a means of provoking discussion of equal opportunities issues.

Links with other policies

This document links to the following policies:

Accessibility plan

Risk assessment