



*Rebecca Cheetham Nursery  
and Children's Centre*

# **EQUALITIES POLICY AND EQUALITIES DUTY**

**Compiled by: RC SLT using LA guidance**

**Amended: RC Senior Leadership Team**

**Date: April 2021**

**Ratified by governors: Yes**

**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. 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.

## 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 tolerance 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.

## **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.

### **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 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.

## **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.

## **COVID 19 Addendum**

Rebecca Cheetham Nursery aims to achieve Equity and Excellence for ALL children, recognising its duties under the Equality Act 2010. Our nursery has its own defined equality objectives and aims. However, during this challenging time of school closure, the realisation of meeting the objectives of this duty need specific review with some common aims across our nursery to meet our general duties during the extended period of distance learning. In considering school policy addendums, and activities such as Curriculum review for distance learning, and our engagement with families isolated at home, we will consider our legal obligations to have due regard to this act in these exceptional circumstances.

Our schools' general duties, with regards to equality are:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Action	By whom	By when	Expected Outcomes
<p>Increased endeavours across all schools to ensure pupil contact &amp; parental engagement for the most disadvantaged and those with SEND.</p>	<p>SLT</p>	<p>March 21</p>	<p>Digital connectivity for distance learning will be for ALL pupils.</p> <p>The most vulnerable (SEND &amp; disadvantage.) pupils learning at home will have similar reported contact with school as their peers do.</p> <p>Face-to-face sessions online will be achieved five times a week for ALL pupils.</p> <p>Face to face sessions for SEND children at a minimum of twice a week</p>

<p>Adaptation of the remote learning curriculum</p> <p>ALL learners through challenging circumstances.</p>	<p>All staff</p>	<p>March 21</p>	<p>SEND children and the most vulnerable will have the opportunity to learn through a curriculum that is accessible and supportive of mental health and well-being and support them making sense of the world around them.</p> <p>Parents of ALL SEND children report positive feedback about curriculum provision for their pupils.</p> <p>Pupils, who are most vulnerable (and where it is feasible), will be supported to attend nursery to support their mental health and well-being.</p>
<p>Adaptation of all SEND outcomes will support achievable small steps through remote learning aims.</p>	<p>SENDCo, Key persons and Inclusion team</p>	<p>July 2021</p>	<p>Engagement of parents by key person/inclusion team will be positive in working in partnership to fulfil the criteria in EHCPs</p>