



# Headington Quarry Foundation Stage School Equality Policy

Next date for review : Spring 2024

Reviewed on : Spring 2023

**Chair of governors:** *CBurton*

**Headteacher:** *NWilson*

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 treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. Age and marriage and civil partnership are also 'protected characteristics' but are not part of the school provisions related to children.

The act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties: The Public Sector Equality Duty or 'general duties' for children and their families.

The Equality Act 2010 requires us to:

- publish information that demonstrates that we have due regard for the need to:
- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
  - **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
  - **Foster good relations** between people who share a protected characteristic and people who do not

share it.

- Prepare and publish one or more specific and measurable Equality objectives (see Improvement plan).

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.

## **Introduction to the policy**

Headington Quarry Foundation Stage 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.

We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the service of our school. We recognise that equality will only be achieved by the whole community working together-our learners, staff, governors and parents. Throughout

this policy, 'parents' can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

**We believe as an nursery that no employee, job applicant, or service user receives less favorable facilities or treatment (either directly or indirectly) on the grounds of the protected characteristics as defined by the Equality Act 2010:**

- Their age
- A disability
- Their ethnicity, colour or national origin
- Their gender

- Their gender identity (they have reassigned or plan to reassign their gender)
- All minority ethnic groups including travellers, refugees and asylum seekers
- Children and adults with special educational needs
- Children looked after and their carers
- Their marital or civil partnership status
- Their being pregnant or having recently had a baby
- Their religion or belief

**Headington Quarry Foundation Stage School is committed to ensuring that:**

- We welcome all children and families
- The Nursery recognises 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 different and unique and so strive to identify how best to support their development
- We will provide a safe and secure Nursery where children and adults can learn, knowing their contributions will be valued.

We will 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 will 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 try to 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
- We believe as an nursery that 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.

We welcome our duties

- to promote community cohesion (under the Education and Inspections Act 2006)
- to eliminate discrimination, advance equality of opportunity and foster good relations (under 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 fostered a shared sense of cohesion and belonging.** We want all children, parents and carers, staff and visitors at Headington Quarry Foundation Stage 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.

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:

- Prejudice around disability and special educational needs
- Prejudice around race, religion and belief, traveller, migrants, refugees and people seeking asylum
- Prejudices around gender and sexual orientation  
We will keep a record of different prejudice-related incidents and provide a report to governors about the numbers, types and seriousness 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.

## **Inclusion**

We ensure equality of access for all children to a broad and balanced curriculum, removing barriers to participate, resources and environment. We are also implementing an Accessibility Plan designed to: increase the extent to which children with disability can participate in the curriculum; improve the

physical environment and; improve the availability of accessibility information to disabled pupils.

## **Positive action**

We will take positive and proportionate action to address the disadvantage faced by particular groups of children with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

Headington Quarry Foundation Stage School prepares children for life in a diverse society and ensure that there are activities across the curriculum that promotes 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 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.

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
- We respond to governors feedback

The policy is available on the website and in the policy file in the main office for parents. It is included in the staff and student handbook for staff, students, volunteers and visitors.

## **Responsibilities of staff**

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

- Comply with the 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

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

Although this policy is a key document for information about our approach to equality inline with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are 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

### EQUALITY OBJECTIVES

Following our audit of equalities in the school, the governing body has agreed the following Equality Objectives:

Equality Objective	Success Criteria How we will know we are making progress	Actions required to achieve objective	Aims of the Equality Duty (Highlight the aim that applies)	Protected Characteristics (Tick the groups to which it applies)
1. Teaching, learning and curriculum <i>Promote the development of good physical and mental health by providing all children and parents in our diverse community with the knowledge and skills they need to achieve this</i>	ECERS audits of the learning environments.  Data analysis by gender, term of birth, ethnicity, special educational needs and pupil premium funding.	Audit current resources to check that our books, language, displays, visual environment and small world/dolls reflect the diversity in the school community  Order new resources where necessary  Ensure that our PSE curriculum teaches children about similarities and differences between themselves and their peers (SLT to monitor planning)  Well being weeks to develop strategies for the school community to build resilience and self regulation.	<b>Eliminate unlawful discrimination</b> <b>Advance equality of opportunity</b> <b>Foster good relations</b>	Race Disability Gender Religion or Belief / Sexual Orientation / Age / / / /

