

# **Madeley Nursery School**

Bridle Road, Madeley, Telford, TF7 5ET, UK



## **EQUALITY POLICY**

**October 2017**

If you require a copy of this procedure in a particular format, for example in large print, please contact the School.

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## **1. Mission statement**

At Madeley Nursery School, we are committed to ensuring equality of education and opportunity for all children, staff, parents and carers receiving services from our school, irrespective of race, culture, gender, sexual orientation, learning ability, sensory or physical impairment religion, belief , non-religion and non-belief, social class, lifestyle or socio-economic backgrounds. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of children will be monitored by race, gender, first language spoken, pupils in receipt of EYPP, Special Educational Needs and Disability (SEND) and we will use this data to support children, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging all bullying (including homophobic and transphobic bullying) and stereotypes and creating an environment which champions respect for all. At Madeley Nursery School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## **2. Mainstreaming equality into policy and practice**

As well as the specific actions set out beneath this plan; the school operates equality of opportunity in its day-to-day practice in the following ways.

### **Learning and teaching**

We aim to provide all our children with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of children;
- Monitor achievement data by race, gender, first language spoken, Special Educational Needs and Disability(SEND)and action any gaps;

- Take account of the achievement of all children when planning for future learning and setting challenging targets;
- Ensure equality of access for all children and prepare them for life in a diverse society;
- Use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, culture, Special Educational Needs and Disability (SEND), without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staff discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our children.

### **Admissions and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on by race, gender, first language spoken, Special Educational Needs and Disability (SEND) religion, belief or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

### **3. Equal opportunities for staff**

This section deals with aspects of equal opportunities relating to staff at Madeley Nursery School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

### **Employer duties**

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as race , gender, transgender, first language spoken, Special Educational Needs and Disability(SEND), sexual orientation, gender re-assignment and belief or religion are considered when appointing staff and particularly when allocating responsibilities or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

## **4. Equality and law**

### **SCHEDULE 19 (EQUALITY ACT 2010)**

The Equality Act 2010's Public Sector Equality Duty came into force in April 2011 and has three aims under the general duty for Schools. To have due regard of the need to:

1. Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act: by removing or minimising disadvantages suffered by people due to their protected characteristics.

2. Advance equality of opportunity between persons who share a relevant protected characteristic and those who do not.
3. Foster good relations between those with a relevant protected characteristic and those who do not.

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Sexual Orientation Regulations (2007), Education Inspection Act (2006), Disability Equality Duty (2005) and [Equality Act \(2010\)](#).

The action plan at the end of this Equality Plan outlines the actions Madeley Nursery School will take to meet the general duties detailed below.

#### **4a. Race equality**

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

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

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on children, staff and parents by ethnicity including, in particular the achievement levels of these children;
- Monitor the impact our plans and policies have on such children, staff and parents towards raising the achievement of minority ethnic groups.

## **4b. Disability**

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

### **Definition of disability**

The Disability Discrimination Act 2005 (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*'.

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;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

### **Legal duties**

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

#### **4c. Gender equality**

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male children and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Take action to prevent and tackle homophobic and transphobic bullying;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirement for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

#### **4d. Sexual orientation**

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the areas of goods, facilities and services on grounds of sexual orientation. For school this means admissions, benefits and services for children and treatment of children.

#### **4e. Community cohesion**

The Education and Inspections Act 2006 inserted a new section 21 (5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between children from different races, faiths/beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

#### **5. Consultation and involvement**

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, children and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parent's meetings, or governors' parent-consultation meeting;
- Input from staff surveys or through staff meetings/INSET;
- Feedback from PSE sessions, finding out children's attitudes to self and school;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans, mentoring and support;
- Feedback at governing body meetings.

#### **6. Roles and responsibilities**

##### **The role of governors**

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to children, and responsive to their needs based on race, culture, gender, transgender, sexual orientation, learning ability, sensory or physical impairment, religion, belief, non-religion and non-belief, social class, lifestyle or socio-economic backgrounds.

- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, culture, gender, transgender, sexual orientation, learning ability, sensory or physical impairment, religion, belief, non-religion and non-belief, social class, lifestyle or socio-economic backgrounds.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible from parents, carer and children.
- The governors welcome all applications to join the school, whatever a child's race, culture, gender, transgender, learning ability, sensory or physical impairment religion, belief, non-religion and non-belief, social class, lifestyle or socio-economic backgrounds.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, culture, gender, transgender, sexual orientation, learning ability, sensory or physical impairment religion, belief, non-religion and non-belief, social class, lifestyle or socio-economic backgrounds

#### **The role of the headteacher (or senior leader responsible for Equalities)**

- It is the headteacher's role to implement the school's Equality Plan and she is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that they apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other

people and equal opportunities to participate in all aspects of school life.

- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

### **The role of all staff: teaching and non-teaching**

- All staff will ensure that all children are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, culture, gender, transgender, sexual orientation, learning ability, sensory or physical impairment, religion, belief, non-religion and non-belief, social class, lifestyle or socio-economic backgrounds and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

## **7. Tackling discrimination**

Harassment on account of race, culture, gender, transgender, sexual orientation, learning ability, sensory or physical impairment religion, belief, non-religion and non-belief, social class, lifestyle or socio-economic backgrounds is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to

the headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

### **What is a discriminatory incident?**

Harassment on grounds of race, culture, gender, transgender, sexual orientation, learning ability, sensory or physical impairment, religion, belief, non-religion and non-belief, social class, lifestyle or socio-economic backgrounds status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

*'any incident which is perceived to be racist by the victim or any other person'.*

### **Types of discriminatory incident**

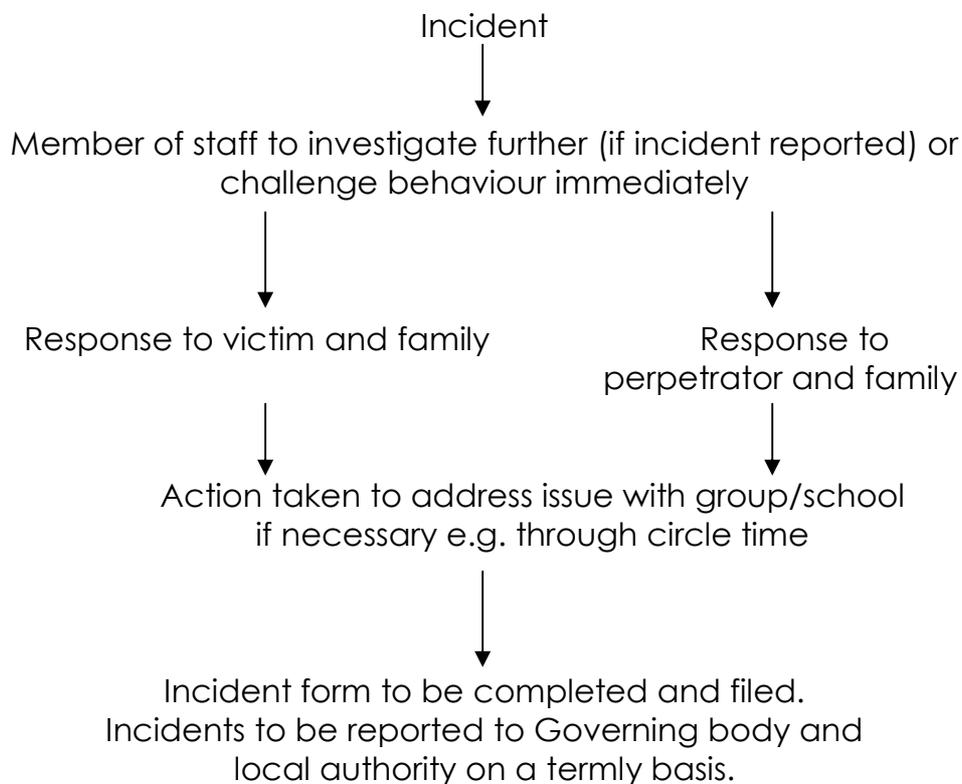
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation, gender or transgender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender, transgender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress, etc;

- Refusal to co-operate with other people on grounds of race, culture, gender, transgender, sexual orientation, learning ability, sensory or physical impairment , religion, belief , non-religion and non-belief, social class, lifestyle or socio-economic backgrounds.

### **Responding to and reporting incidents**

It should be clear to children and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.



### **8. Review of progress and impact**

The plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three-year cycle.

We make regular assessments of children's learning and use this information to track children's progress. As part of this process, we regularly monitor achievement by ethnicity, gender, transgender and disability, to ensure that all groups of children are making the best possible progress, and take appropriate action to address any gaps.

## 9. Publishing the plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Raise awareness of the plan through the school newsletter, staff meetings and other communications;
- Make sure hard copies are available.

Status	DRAFT / FINAL
Agreed at:	General Purposes Committee
Effective from:	October 2017
To be reviewed by:	Governors in General Purposes Committee
Date of review:	October 2019
Responsible person:	Helen Torr - Deputy Head
Signature:	Wet signature copy held in school.
Role in school:	Chair of General Purposes Committee