

**Madeley Nursery School**  
**Race Relations and Equality Policy and Plan**  
**June 2022**

**Aims**

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

**Legislation and guidance**

The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination.

The Equality Act 2010 (Specific Duties) Regulations 2011 which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and Schools.

The Equality Act 2010 protects people from discrimination based on protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. To ensure that all children are protected from discrimination, the school collects information on protected characteristics.

Protected characteristics are

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- marriage and civil partnership (for employees)

### **Roles and responsibilities**

The Governing Body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, children, and parents, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and children.
- Ensure that any incidents of discrimination are reported to the governing body each term, including the actions taken to address the incident and the outcome of those actions.

All school staff are expected to have regard to this document and to work to achieve the objectives.

## **Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of promoting equality and avoiding discrimination and other prohibited conduct.

The Headteacher is responsible for promoting key messages to staff, governors, parents and children about equality and the equality act and what is expected of them and can be expected from the school in carrying out its day-to-day duties. Where this is discussed at a meeting, it is recorded in the minutes.

New staff, governors, and volunteers, receive information about the equality act and are made aware of this document as part of their induction, and all staff receive refresher briefings regularly. The code of conduct for staff, volunteers, and governors sets out the expectations and responsibilities of everyone at school.

The Headteacher is responsible for ensuring that all staff are aware of their responsibility to record and report discriminatory and prejudice related incidents.

Our behaviour policy ensures that all children feel safe at school and addresses prejudicial and racist bullying. We have robust processes of reporting, responding to and monitoring all racist incidents.

We monitor the curriculum to ensure that the curriculum meets the needs of our children 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 children are given equal entitlement to success.

We monitor pupil progress through the unique child procedures to ensure that all children make good or rapid progress and intervening when necessary.

We listen to and monitor views and experiences of children and adults to evaluate the effectiveness of our policies and procedures.

### **Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (for example: age, disability, race, sex (including issues of transgender), gender, reassignment, maternity and pregnancy, religion and belief, sexual orientation and Marriage and Civil Partnership).
- Taking steps to meet the needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities.

In fulfilling this aspect of the duty, the school will:

- Scrutinise children's attainment and progress each academic year showing how pupils with different characteristics are performing.
- Analyse this information to determine strengths and areas for improvement, implement actions in response and publish this information in the annual report to parents.
- Make evidence available to governors, identifying underachieving groups or individuals and plan targeted interventions to affect improvements for specific groups or individuals.
- Scrutinise further information about any issues associated with protected characteristics, identifying any issues which could affect our own pupils.
- Listen to parents and carers.
- Always listen to children.
- Ensure the materials, resources and planned learning opportunities reflect and promote equality and diversity.

### **Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Sustaining and promoting the school's outward facing approach to the community locally and beyond.
- Ensuring equality and diversity are embedded in the curriculum and ethos of the school.
- Recognising, valuing, and respecting diversity.
- Fostering positive attitudes and relationships, and a shared sense of belonging.
- Observing good equalities practice, including staff recruitment, retention, and development.
- Aiming to reduce and remove existing inequalities and barriers.
- Consulting and involving widely.
- Encouraging our community members to take an active part in identifying barriers for the school community and informing the governing body of actions that can be taken to eradicate these.
- Encouraging our community members to take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

### **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 is accessible to pupils with disabilities or Special Educational Needs. Specific factors or needs for individuals or groups to be included in trips or visits are recorded in the visit risk assessment and planning processes.

When considering key decisions, the school may use an equality impact assessment document to support with considering equality duties and asking ourselves relevant questions.

### **Equality objectives**

See table at end of this policy document.

### **Monitoring arrangements**

The Headteacher and Governors will update the equality information we publish in the annual report to parents.

The equality objectives will be reviewed by Headteacher and governors at least every 4 years. This document will be approved by the governing body.

### Links with other policies and documents

This document links to the following:

- School Values and Aims
- Accessibility plan
- SEN Policy
- Low Level Concerns Policy
- Learning, Teaching and Assessment Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- ICT / E-Safety Policy

### Plan

Target	Strategies	Monitoring
To monitor and analyse pupil achievement by race, gender and disability and action any trends or patterns in the information that require additional support for pupils.	Termly update in each 'nest'.  Weekly senior leader supervision meeting focused on supervision and the unique child.  Information reports to governors by headteacher.	Headteacher  Governors

		Governors
To adapt teaching and learning, including the learning environment, to be as inclusive as possible.	<p>Identify what adaptations have been made to increase the inclusion of all learners in each 'nest'.</p> <p>Share these in pedagogy meetings.</p>	<p>Headteacher</p> <p>Governors when monitoring in school</p> <p>Governors through headteacher and other reports</p>
Staff to become more confident and informed on how to explore the concept of race and culture with children in our school.	<p>Staff training and development <i>delivered online using Zoom in three 1.5-hour interactive sessions (weekly or monthly). By a specialist external training organisation.</i></p> <p>Session 1: Statutory and Non-Statutory Guidance- how some of the statutory and non-statutory guidance can support us to work towards anti-racist practice. We will closely examine how the Development Matters and Birth to Five Matters documents can be interpreted to support our journey towards anti-racist practice.</p> <p>Session 2: Conversations - How do we prepare ourselves for unexpected conversations about race when children ask? We will look at language and how we can best educate ourselves to ensure that we are equipped. This session will also look at how we engage families appropriately.</p> <p>Session 3: Resources – We will audit our existing resources to help ensure an anti-racist approach is supported in the setting? How can we ensure that our practice goes beyond having Black dolls and a range of different coloured crayons? How do we move towards a whole team approach to continuously work towards creating an anti-racist environment?</p>	A named governor through the general purposes committee

<p>To increase the range and quantity of positive images and resources to reflect diversity and raise awareness of other cultures.</p>	<p>Audit each nest space.</p> <p>Review core book list.</p> <p>Audit role play and small world play resources</p>	<p>Headteacher</p> <p>Governors when monitoring in school</p> <p>Governors through headteacher and other reports</p>
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Status	Approved
Agreed at:	Full governing body meeting June 2022
Effective from:	June 2022
To be reviewed by:	General Purposes Committee
Date of Review:	June 2026
Responsible person:	Louise Lowings
<p>Signature:</p> <p>Role in school:</p>	Wet signature copy held in school.