



Gamesley Early Excellence Centre Equality and Diversity Policy

EQUALITY AND DIVERSITY POLICY

Why we have developed this Policy

This Equality and Diversity Policy for Gamesley Early Excellence Centre includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our Centre community. A protected characteristic under the act covers the groups listed below:

- age
- disability
- race
- sex (including issues of transgender)
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership

We are further committed to the development of cohesive communities both within our Centre's physical boundaries and within our local, national and global environments. We embrace the aim of working together with others to improve children's educational and wellbeing outcomes, and note the rights set out in the UN Convention on the Rights of the Child (1998). (See appendix 1) We actively promote the Fundamental British Values of Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance – of those with different faiths and beliefs. (See our British Values Statement)

The purpose of this Policy is to set out how our practice and policies have due regard to the general duties under the Equality Act 2010 which are to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity and
- foster good relations between groups.

It explains how we aim to listen to pupils, staff, parents and the community in achieving better outcomes for our children and young people.

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation and to remove or minimise any disadvantages experienced by children and adults due to their

protected characteristics.

- To promote equality of access and opportunity within our Centre and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.
To meet the needs of children and adults with protected characteristics in our Centre where these needs differ from those of others.

To ensure that equality and inclusive practice are embedded across all aspects of Centre life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes. (See appendix 1)

Our approach

We seek to embed equality of access, opportunity and outcomes for all members of our Centre community, within all aspects of Centre life.

We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world.
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

We do this by:

- Providing equipment, books, play materials and other resources which reflect a diverse society
- Communicating our views to parents and the community
- Dealing with overt racism, sexism and other prejudice in an immediate and appropriate way
- Enabling children who have disabilities to reach their full potential by providing resources as necessary and taking positive action to ensure they have full access to the curriculum
- Taking positive action in our admissions policy to enable children with Special

Educational Needs and Disabilities and children experiencing social deprivation to have priority in attending our Centre

- Providing special diets and / or practices for a child or family to enable them to follow their religious or cultural requirements within the Nursery
- Developing a good sense of self worth and self esteem in our children
- Encouraging respect, sensitivity and value for others
- Being aware, as a staff, of insensitive behaviour, speech and latent or open attitudes which may be prejudiced
- Threading anti-discriminatory practice through every aspect of policy and practice
- Taking positive actions to enable boys or girls to access areas of the curriculum which may be traditionally gender based.

Our vision statement about Equality and Diversity

Gamesley Early Excellence Centre seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and seek to involve the whole Centre community in the process in order to ensure better outcomes for all.

We also welcome our duty under the Education Act 2011 to demonstrate how the education we provide meets the needs of the range of learners at our Centre.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- recognise and respect diversity
- foster positive attitudes and relationships, and a shared sense of belonging
- tackle prejudice and promote understanding between people from different groups

- observe good equalities practice, including staff recruitment, retention and development, and procurement
- aim to reduce and remove existing inequalities and barriers
- consult and involve widely
- strive to ensure that the communities within, around and beyond our Centre will benefit
- follow guidance from Derbyshire Children's and Younger Adults HR Service on equality in recruitment, selection and employment
- use the Centre's complaints procedure initially to deal with any complaints under the Equality Act 2010, use the Questions Procedure and, for any complaint not resolved internally, use the local authority complaints procedure.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of Centre life.

These opportunities are likely to include all or some of the following, dependent on our current priorities.

- learning and teaching and the planned curriculum
- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the Nursery
- Nursery policies
- the provision of meals / snacks
- interaction with peers
- opportunities for observation and assessment
- behaviour management approaches
- trips, visits and additional activities
- the Nursery's arrangements for working with other agencies
- transition within the Nursery and on transition to school
- the indoor and outdoor environments
- grouping of children
- access to facilities in the Nursery
- staff welfare.

Responsibility

We believe that promoting equality is everybody's responsibility:

The roles and responsibilities within our Nursery community

Our Headteacher will:

- ensure that staff, parents/carers and children (as appropriate) are informed about the Equality and Diversity Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy and to

- understand aspects relating to equality and diversity
- develop partnerships with external agencies regarding the policy so that the Nursery's actions are in line with the best advice available
- monitor the policy and report to the Governing Body on the effectiveness of the policy
- ensure that the senior leadership team (SLT) is kept up to date with any development affecting the policy or actions arising from it.

Our governing body will:

- designate a governor with specific responsibility for the Equality and Diversity Policy
- ensure that any action plans are monitored through a relevant Governor sub-committee (Teaching and Learning Committee)
- support the Headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy.

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this policy
- provide a lead in the dissemination of information relating to the policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy, where appropriate.

Our children will:

- understand how the policy relates to them, appropriate to their age and ability
- be expected to act in accordance with the policy as appropriate to their age and ability.

Our parents/carers will:

- have access to the policy through the website,
- be encouraged to actively support the policy
- be encouraged to attend any relevant meetings and activities related to the policy
- be informed of any incident related to this policy which could directly affect their child.

Our school staff will:

- be involved in the on-going development of the policy and any related training
- be fully aware of the Equality and Diversity Policy and how it relates to them
- understand that this is a whole Nursery issue and support the Policy
- make known any queries or training requirements.

Our Staff

We comply fully with legislation which protects all our staff, students and volunteers from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers / secondments, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act (2010) we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We interpret our duties positively and take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment. An example of this would be that we have made substantial modification of the building in order to provide for children with disabilities.

Addressing and responding to Prejudice Related Incidents

This Nursery is opposed to all forms of prejudice and we recognise that children who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our learners and staff with an awareness of the impact of prejudice in order to reduce the likelihood of any incidents. If incidents occur we address them immediately and log them in the appropriate manner.

We recognise that prejudice related incidents / bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour. We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our Nursery ethos and curriculum, we want our children to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. This all has to be undertaken in an age appropriate manner particularly with our very youngest children.

We will record all prejudice related incidents and bullying. (See appendix 2) We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, support for perpetrators and their families and education for our children, young people and communities.

We expect children, parents and staff alike to take an active stand against all forms of discrimination and always to report it:

- To a member of staff
- To the Headteacher

All incidents of a prejudice based nature are logged and dealt with as they occur and racial incidents are reported to the LA. We monitor incidents of bullying.

Implementation, monitoring and reviewing

Implementation, monitoring and review are the responsibility of our Headteacher, Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation and so we will monitor and review the local demographic and respond as appropriate.

We will review the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our Centre community with reference to the protected characteristics.

This policy has close links to our:

- British Values Statement
- Policy on Tackling Extremism and Radicalisation
- Anti – Bullying Policy
- SEN and Disability Policy
- Policy for More Able Children
- Safeguarding and Child Protection Policy

Appendix 1

A summary of the United Nations Convention on the Rights of the Child (1998)

<https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2017/01/Summary-of-the-UNCRC.pdf>

Appendix 2

Incident management and recording – prejudice based incidents and bullying

Report on Incident of Bullying

Date	Incident	Action Taken	Staff Involved

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Incident management and recording – incident of bullying

Letter 1 – to parents of perpetrator

Dear (insert name)

In keeping with our Anti-Bullying policy, I am writing to inform you that your child has today been involved in an incident of bullying. This is a repetition of actions taken previously by (insert name) which were responded to by staff in accordance with our Behaviour Management policy. Please do not hesitate to discuss this further if you wish with either myself or (insert child's name) teacher.

Regards

Anna Portman

Headteacher

Letter 2 – to parents of perpetrator

Dear (insert name) In keeping with our Anti-Bullying policy, I am writing to inform you that your child has today been involved in an incident of bullying. This is a repetition of actions taken previously by (insert name) which I wrote to you about on (insert date). Staff have been working with (insert name) to reinforce that this behaviour is unkind and not acceptable in our nursery. Please do not hesitate to discuss this further if you wish with either myself or (insert child's name) teacher.

Regards

Anna Portman

Headteacher

Letter – to parents of victim

Dear (insert name) In keeping with our Anti-Bullying policy, I am writing to inform you that your child has today experienced an incident of bullying. This was responded to by staff immediately in accordance with our Behaviour Management and Anti-Bullying policies and we ensured that (insert child's name) did not suffer undue stress. Please do not hesitate to discuss this further if you wish with either myself or (insert child's name) teacher

Regards

Anna Portman

Headteacher

Report of Prejudice Related Incidents

Date	Incident	Action Taken	Staff Involved

Incident management and recording – prejudice related incidents

Letter 1 – to parents of perpetrator

Dear (insert name)

In keeping with our Equality and Diversity policy, I am writing to inform you that your child has today been involved in a prejudice related incident. This is a repetition of actions taken previously by (insert name) which were responded to by staff in accordance with our Behaviour Management policy. Please do not hesitate to discuss this further if you wish with either myself or (insert child's name) teacher.

Regards

Anna Portman

Headteacher

Letter 2 – to parents of perpetrator

Dear (insert name)

In keeping with our Equality and Diversity policy, I am writing to inform you that your child has today been involved prejudice related incident. This is a repetition of actions taken previously by (insert name) which I wrote to you about on (insert date). Staff have been working with (insert name) to reinforce that this behaviour is unkind and not acceptable in our nursery. Please do not hesitate to discuss this further if you wish with either myself or (insert child's name) teacher.

Regards

Anna Portman

Headteacher

Letter – to parents of victim

Dear (insert name)

In keeping with our Equality and Diversity policy, I am writing to inform you that your child has today experienced a prejudice related incident. This was responded to by staff immediately in accordance with our Behaviour Management and Equality and Diversity policies and we ensured that (insert child's name) did not suffer undue stress. Please do not hesitate to discuss this further if you wish with either myself of (insert child's name) teacher

Regards

Anna Portman

Headteacher