

BOLDON NURSERY SCHOOL

Equality Policy

| Date | Review Date |
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| Sept 14 | Sept 15 Sept 17A Corrigan Sept 19 |

Boldon Nursery School believes this policy relates to the following legislation:

- The Education (School Performance Information) (England) Regulations 2001
- Equality Act 2010

We understand that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.

We recognise that this Act brings together into one Act those areas now known as 'protected characteristics' that qualify for protection from discrimination such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We have high expectations of all children from across the ability range by aiming to provide them with every opportunity to succeed by providing the highest standards of teaching and learning within a curriculum that is broad, balanced, differentiated, relevant and exciting. We will monitor the progress of all children in order for them to achieve their expected targets.

We are opposed to any member of the school staff or others connected with the school being victimized, harassed or bullied by another based on assumptions about their status in the afore mentioned categories or on any other grounds. Also, we will not discriminate against anyone because of their political affiliation.

In order to achieve the aims of this policy we will take measures of positive action to encourage or facilitate the employment or training of minority or disadvantaged groups as we recognise that the avoidance of discrimination is not sufficient in ensuring that equality exists in this school.

We work hard to maintain a positive ethos where all members of the school community work well alongside each other developing positive working relationships.

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We want children to come to Boldon Nursery School to enjoy the meaningful experiences that we offer and where they feel valued and special. We want them to have a sense of pride in themselves and their school.

We want school staff to see the importance and derive a sense of fulfilment from their work in school but above all we want them to feel valued by everyone in the school community.

Aims

- To introduce and put into practice the Equality Act 2010 that combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.
- To treat everyone equally irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.
- To achieve the highest standards of teaching and learning for all children irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- responsibility to comply with all aspects of the Equality Act 2010;
- delegated powers and responsibilities to the Headteacher to ensure that this policy is embedded into the culture of the school;
- delegated powers and responsibilities to the Headteacher to ensure all school staff and stakeholders are aware of and comply with this policy;
- responsibility to set equality objectives every four years;
- responsibility to have in place a school accessibility plan in order to provide full access to the school building/s for all disabled people;
- responsibility for ensuring that the school complies with all equalities legislation;
- organised training for governors in order to ensure that all governors are aware of their legal responsibilities under equality legislation;
- has the responsibility to monitor achievement of equality targets;

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure that this policy is embedded into the culture of the school;
- ensure all school staff, children and parents are aware of and comply with this policy;
- provide leadership and vision in respect of equality inclusion and community cohesion;
- recording and dealing with incidents of racism, bullying and other inappropriate behaviour;
- seek advice from appropriate agencies in order to ensure that this policy is kept up to date;
- have high expectations of all children from across the ability range;

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- provide every opportunity for children to succeed by ensuring the highest standards of teaching and learning;
- ensure the curriculum is broad, balanced, differentiated, relevant and exciting;
- monitor the progress of all children in order for them to achieve their expected targets;
- ensure equal opportunities is covered in the school improvement plan, in all subject policies and curriculum plans;
- monitor and analyse the performance of different groups of children within the school;
- regularly report to the Governing Body on the standards achieved by different groups within the school;
- highlight and share positive activities that help to tackle educational disadvantage;
- recording, reporting and addressing all racial incidents;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of School Staff

School staff will:

- act as positive role models in order to promote equality throughout the school community;
- abide by and adhere to this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination and unequal treatment to the Senior Leadership Team;
- maintain an overall school ethos of respect and tolerance for one another;
- promote equality, inclusion and good community relations;
- challenge inappropriate language behaviour;
- tackle bias and stereotyping;
- insist on good conduct; from children
- be alert to signs of racial harassment and bullying;
- have high expectations of all children;
- carefully monitor all groups of children to ensure that they make progress and achieve their targets;
- provide a stimulating, relevant and exciting curriculum that will motivate and enthuse all children;
- use a variety of teaching methods to ensure effective learning takes place for all children;
- promote equality through curriculum planning;
- ensure planning is differentiated in order to provide full access for all children;
- create a positive classroom ethos and is welcoming to both sexes;
- ensure children feel valued and have individual targets;
- be open to the views of children
- encourage children to share their experiences of different cultures and different religions;
- provide positive classroom displays of children's work;
- attend appropriate training sessions;
- report any concerns they have on any aspect of the school community

Role of Children (Age Appropriate)

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Children will:

- be supported to understand that they have a role and responsibility to promote equality, inclusion and good community relations; (age appropriate)
- with support begin to challenge inappropriate language behaviour;
- with support from skilled staff be able to recognise bullying and talk to keyworkers about how it makes them feel.
- learn to take pride in their work;
- produce work of a high standard;
- listen carefully to all instructions given by the teacher/key worker;
- ask for further help if they do not understand;
- participate fully in all nursery sessions;
- participate in discussions (age appropriate) about their progress and achievements;
- treat others, their work and equipment with respect;
- talk to others without shouting
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Recruitment Process

We are an Equal Opportunities employer and we adhere to the principles of equal opportunity in all aspects of the recruitment process.

We welcome applications for vacant posts from appropriately qualified persons regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Complaints

The complaints procedures will be used to deal with any discriminatory complaint from any member of the school staff.

Any case of harassment will be dealt with by the school's disciplinary procedure.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - school events and open days
 - fundraising
- be encouraged to work in school as volunteer

Raising Awareness of this Policy

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We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school staff
- communications with home such as newsletters.

Training

We ensure all school staff have equal chances of training, career development and promotion.

Periodic training will be organised for all school staff so that they are kept up to date with new information and guide lines concerning equal opportunities.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by, the Headteacher

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

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| Headteacher: | | Date: | |
| Chair of Governing Body: | | Date: | |