



Alice Model Nursery School

SINGLE EQUALITY POLICY

Alice Model Nursery School is a warm, welcoming and inclusive school where every individual is highly valued. We are committed to fostering positive attitudes; creating an ethos of tolerance, fairness and respect. We are dedicated to providing a rich and stimulating environment in which all children thrive and realise their educational potential. At Columbia Market Nursery School we fully acknowledge and support the Equality and Human Rights Commission's (EHRC) belief that everyone should be treated fairly and with dignity; we encourage and support the EHRC's aim to develop a society in which:

- people's ability to achieve their potential is not limited by prejudice or discrimination;
- there is respect for and protection of each individual's human rights;
- there is respect for the dignity and worth of each individual;
- each individual has an equal opportunity to participate in society;
- there is mutual respect between groups based on understanding and valuing of diversity and on shared respect for equality and human rights.

Signature

Iain Chambers

Lynn Cottle

Iain Chambers, Chair of Governors

Lynn Cottle, Executive Headteacher

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EQUALITY OBJECTIVES 2020-2024

Objective	Action/Milestone	Responsible Date	Milestone/progress
To support all children's individual needs regardless of background or ability	Undertake a range of activities with an early intervention focus, including: <ul style="list-style-type: none"> Using before entry meetings to help early identification of need Undertake speech and language activities with parents to help promote their engagement with their child's needs 	Senior Leadership 2020-2024	<ul style="list-style-type: none"> Children settle into the nursery and participate in curriculum fully
Encourage the school community to focus on issues of equality, justice and sustainability both at home and as a global issue.	<ul style="list-style-type: none"> Develop participation with UNICEF's Rights Respecting Schools Award. Promote the teaching of the values of children's rights and responsibilities through the Children's Rights Charter (CRC). The values will be promoting through our everyday teaching and various events 	Senior Leadership 2020-2024	<ul style="list-style-type: none"> Continue to support the rights respecting agenda Ensure parents understand the equalities policy within the nursery Values are promoted and recognised within the nursery
Support parents to work as partners to develop and support the individual needs of their children	Hold regular events to engage parents in their children's learning, including, <ul style="list-style-type: none"> School outings Open days Workshops Father and mother outings 	Senior Leadership 2020-2024	<ul style="list-style-type: none"> Parents work as partners within the nursery and participate in open days workshops and outings Parents meet regularly with their key person to discuss the child
Ensure a healthy start for all children to address high levels of obesity in children in Tower Hamlets	<ul style="list-style-type: none"> Ongoing 'Promote Health' projects Regular healthy activity events 	Senior Leadership 2020-2024	<ul style="list-style-type: none"> Healthy Early Years award continues to be attained Parental courses will continue Work on obesity will continue with individual families
Celebrate the diversity, multi-cultural, multi-faith of the local community and promote understanding of the differences within Tower Hamlets	Undertake regular events to promote and celebrate diversity within the school and the wider school community, including: <ul style="list-style-type: none"> Nativity Diwali Chinese New Year Black History Month Eid Party 	Senior Leadership 2020-2024	<ul style="list-style-type: none"> Celebrations of cultural events will continue to take place and will encourage the full involvement of parents and families Parents will be encouraged to work with staff to share knowledge of cultural events
To ensure both genders have equal access to a rich, broad and balanced curriculum	<ul style="list-style-type: none"> Inform and train staff on gender stereotyping in an Early Years setting Analyse attainment according to gender 	Senior Leadership 2020-2024	<ul style="list-style-type: none"> Children's access to a rich, broad and balanced curriculum is regularly analysed and any gender gap is addressed. Processes are in place to continuously discuss and raise staff and leadership awareness of gender equality issues.

Inclusion at Alice Model Nursery School

At Alice Model Nursery School inclusion is integral to our ethos. Regarding inclusion as a vital element to supporting all individuals, promotes a culture of equality of opportunity and high achievement. The Centre for Studies on Inclusive Education states that inclusion in education involves:

- valuing all students and staff equally;
- increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools;
- restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in the locality;
- reducing barriers to learning and participation for all students, not only those with impairments or those who are categorised as 'having special educational needs';
- learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely;
- viewing the difference between students as resources to support learning, rather than as problems to be overcome;
- acknowledging the right of students to an education in their locality;
- improving schools for staff as well as for students;
- emphasising the role of schools in building community and developing values, as well as in increasing achievement;
- fostering mutually sustaining relationships between schools and communities;
- recognising that inclusion in education is one aspect of inclusion in society.

Admissions

Steps are taken to ensure the school's admission process is fair and equitable to all pupils, including short-stay Traveller and Refugee pupils and those with English as an additional language.

This school will not discriminate against a disabled pupil in the arrangements it makes for determining admission.

We will admit pupils with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children.

When offered a school place, all parents are invited to an induction meeting with the Head Teacher. All children are offered a home visit and comprehensive information about pupils' individual needs, including details about ethnicity, home language(s), religion, beliefs, physical needs, diet is gathered during this visit.

Partnership with pupils, parents, carers and the wider community

Alice Model Nursery School recognises the importance of promoting community cohesion. We are committed to developing positive relationships with parents, carers and the wider community. The school's premises and facilities are equally available and accessible for use by all groups within the community. Parents/carers are invited to termly meetings with their child's key workers. Progress reports are clearly written and free from jargon to enable all parents/carers to participate fully in their child's

education. Where necessary information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information.

Parents/carers are fully involved in the process of the identification (and subsequent support) of children with additional needs. They will be supported in understanding the purpose of any intervention and involved in the liaison with external agencies.

Quality of provision: teaching, learning and curriculum

Alice Model Nursery School provides a rich, stimulating and appropriate play-based curriculum. All staff ensure that the learning environment is inclusive. Staff are highly knowledgeable, experienced and recognise the importance of creating an environment in which all children feel valued as an individual. Staff are committed to promoting the development of positive attitudes and building pupils' understanding of the diversity that surrounds them. This is reflected throughout the learning environment and in both practice and policy.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls;
- pupils learning English as an additional language;
- pupils from minority ethnic groups, including Gypsies and Travellers;
- pupils who are gifted and talented;
- pupils with special educational needs;
- pupils with a disability;
- pupils who are in public care;
- pupils who are at risk of disaffection and exclusion.

Linguistic Diversity and Multilingualism

We welcome the diversity of languages in our school and we give them all status and value. We look for opportunities to use our languages to enrich the curricular experience of all our pupils and we draw upon the expertise of our school community wherever possible.

Resources and displays reflect the multilingual nature of our community.

We recognise the positive role the home language has to play in the development of English language learning and in pupils' cognitive development. Pupils who speak languages other than English are encouraged to use them in school, and wherever possible, we offer bilingual support for pupils who are in the earlier stages of learning English.

Gender Equality

Alice Model Nursery School is committed to combating sex discrimination and sexism and promoting the equality of women and men. We recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes. We are aware that staff with caring and domestic responsibilities may need to work part time or flexible working hours. We will work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes and is committed to ensuring the rights, under the Gender Recognition Act 2005, of transgender people.

We welcome the requirements of the Gender Equality Duty and we will give due regard to the need to eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation. We promote equality of opportunity between women and men in all of our functions.

At Alice Model Nursery School we monitor children's progress in relation to their gender and set targets accordingly. We address gender stereotyping through aspects of the curriculum and in school procedures. Where appropriate gender stereotyping is addressed when children are discussing future education and careers. Gender issues are addressed as part of our curriculum, specifically through PSHE, and staffing in the school consists of both genders.

Monitoring and evaluating the Equality Policy

We will regularly monitor and evaluate the implementation of our Equality Policy. We want this policy to be a document that drives forward equality and achieves improved outcomes. We will formally review, evaluate and revise this policy every three years and set new priorities if needed. This process will again involve staff, learners, families and governors who reflect the full diversity of the school community.

Roles and Responsibilities

The Governing Body will

- monitor the implementation of this policy and objectives to check progress and assess impact on staff, learners and families
- ensure that all governors are aware of their legal responsibilities under equality legislation
- receive and discuss regular equality reports on progress and performance
- monitor achievement of equality objectives
- check that implementation of this policy and objectives achieves improved outcomes for people who share an aspect of their identity in relation to race, disability, gender (including gender identity), age, sexual orientation, religion and belief

The Head Teacher will

- provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- ensure staff, children, families and any other interested stakeholders are aware of this policy and their roles and responsibilities in implementing this policy
- monitor to ensure effective implementation of the policy and objectives
- provide regular reports for governors on progress and performance

- allocate appropriate responsibilities, and provide suitable training and development for staff to implement this policy

The Senior Leadership will

- drive forward implementation of the policy and objectives
- support staff to carry out their role in implementing this policy
- provide effective leadership on equality, inclusion and community cohesion
- ensure the policy is successfully promoted
- respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, harassment or victimisation

All staff will recognise that they have a role and responsibility in their day-to-day work to:

- promote equality, inclusion and good community relations
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- respond appropriately to incidents of discrimination and harassment and report these
- highlight to the senior leadership any staff training or development that they require to carry out the above role and responsibilities

Appendix A - Legislation

The aim of the Equality Act 2010 is to provide a single, consolidated legal framework. The Equality Act replaces the following pieces of legislation:

- Equal Pay Act (1970);
- Sex Discrimination Act (1975);
- Race Relations Act (1976);
- Disability Discrimination Act (1995);
- Employment Equality (Religion or Belief) Regulations (2003);
- Employment Equality (Age) Regulations (2006);
- much of the 2006 Equality Act;
- Equality Act (Sexual Orientation) Regulations (2007);
- any additional ancillary pieces of legislation.

Public Sector Equality Duty and Protected Characteristics

The Public Sector Equality duty was created by the Equality Act 2010 and replaces the race, disability and gender equality duties. The duty came into force in April 2011 and covers the following nine 'protected characteristics':

- age;
- disability;
- gender;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sexual orientation.

It applies in England, Scotland and in Wales. The general equality duty is set out in section 149 of the Equality Act. In summary, those subject to the general equality duty must have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity between different groups;

- foster good relations between different groups

In order to meet these duties we will:

- publish equality information (we will not publish any information that could specifically identify any child);
- identify and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- admissions;
- attendance;
- attainment;
- exclusions;
- prejudice related incidents

Schools' Provisions –what the Act applies to:

The Act makes it unlawful for the responsible body of the school to discriminate against, harass or victimise a pupil or potential pupil in relation to:

- admissions;
- in the way it provides education for pupils;
- in the way it provides pupils' access to any benefit, facility or service;
- exclusion of a pupil;
- subjecting them to any other detriment.

The 'responsible body' (of maintained schools) is the governing body or local education authority. The Act states that anyone acting on behalf of the responsible body – including employees of the school – are liable for their own discriminatory actions; the responsible body is also liable unless it can show that it has taken all reasonable steps to stop the individual from engaging in any kind of discriminatory behaviour (see appendix one for general exceptions of the Act).

The Act focuses on the ways in which schools treat their pupils (and prospective pupils). The relationships between pupils is not within its scope, therefore the Act does not directly deal with issues such as racist or homophobic bullying by pupils. However, depending on how the school treats cases of bullying which relate to a protected characteristic, for example dismissing claims of homophobic bullying, then that school may be guilty of unlawful discrimination.

Schools' Provisions - Protected Characteristics

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief (including lack of)
- sexual orientation

Furthermore, it is also unlawful to discriminate because of the sex, race, religion or belief, sexual orientation, disability or gender reassignment of a person associated with a pupil or prospective pupil e.g. refusing admission to a child whose parents are gay men or lesbians. (EHRC Guidance).

(See appendix for definitions of the protected characteristics. N.B. Age and marriage/civil partnership are **not** protected characteristics for the schools provisions).

Unlawful behaviour:

The Act defines four types of unlawful behaviour:

- direct discrimination;
- indirect discrimination;
- harassment;
- victimisation.

The Equalities and Human Rights Commission states:

'Under the Act people are not allowed to discriminate, harass or victimise another person because they have any of the protected characteristics. There is also protection against discrimination where someone is perceived to have one of the protected characteristics or where they are associated with someone who has a protected characteristic.'

- *Discrimination means treating one person worse than another because of a protected characteristic (known as direct discrimination) or*
- *putting in place a rule or policy or way of doing things that has a worse impact on someone with a protected characteristic than someone without one, when this cannot be objectively justified (known as indirect discrimination).*
- *Harassment includes unwanted conduct related to a protected characteristic which has the purpose or effect of violating someone's dignity or which creates a hostile, degrading, humiliating or offensive environment for someone with a protected characteristic.*

- *Victimisation is treating someone unfavourably because they have taken (or might be taking) action under the Equality Act or supporting somebody who is doing so.* (EHRC, 2010)

In relation to the schools' provisions of the Equality Act, it is important to note that harassment only applies to the following protected characteristics:

- disability;
- race;
- sex;
- pregnancy and maternity.

Any discrimination relating to a pupil or prospective pupil because of their religion or belief, sexual orientation or gender reassignment would be regarded as direct discrimination as opposed to harassment. Thus, if a teacher ridiculed a child due to a disability it could constitute unlawful harassment, however, if unfair treatment was directed at a pupil due to their religion or sexual orientation this could lead to a case alleging direct discrimination.

Positive Action

New Positive Action provisions will allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics.

Disability Discrimination

There are specific differences within the Act that relate to disability discrimination: the Act protects disabled people but not people who are not disabled. Thus, schools are allowed to treat disabled pupils more favourably than non-disabled pupils. There may be some instances in which this is required, for example making reasonable adjustments to enable pupils (and prospective pupils) to have equal opportunities. It is important to note that discrimination is also defined differently in relation to disability.

The majority of disability provisions within the Equality Act 2010 remain the same as detailed in the Disability Discrimination Act (DDA), however, there are some minor differences (see appendix three for information regarding disability provisions).

- Unlike the DDA the Equality Act does not list the types of day to day activities which a disabled person must demonstrate that they cannot carry out, thus making the definition of disability less restrictive for disabled people to meet;
- failure to make a reasonable adjustment can no longer be defended as justified. The fact that it must be *reasonable* provides the necessary test;
- Direct Discrimination against a disabled person can no longer be defended as justified – bringing it into line with the definition of direct discrimination generally;
- schools and local authorities will (when provisions are implemented) be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements.

(Equality Act 2010: Advice for School Leaders, School Staff, Governing Bodies and Local Authorities)