



## **Dorking Nursery School and Children's Centre**

### **EQUALITY POLICY**

#### **1. Legal duties**

This policy sets out Dorking Nursery School and Children's Centre's approach to promoting equality, as defined within the Equality Act (2010). It covers sex, race, disability, religion or belief, sexual orientation, age\*, those who are pregnant, undergoing or who have undergone gender reassignment and our approach to community cohesion. In addition to this policy, this Centre has a Single Equality Scheme which is regularly monitored and reviewed.

\*This only applies to the recruitment and retention of staff and volunteers.

#### **2. Centre Context**

Dorking Nursery School and Children's Centre has 2 sites and serves both the town of Dorking and a large rural area to the south and west of Dorking. We have a variety of children in our nurseries and groups from different backgrounds and cultures and of varying abilities.

#### **3. Guiding principles**

We promote equality by providing a framework for the Centre to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all our activities. We seek to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the Centre receives less favourable treatment. This includes the protected characteristics identified within the Equality Act (2010) i.e., sex, race, disability, religion or belief, sexual orientation, those who are pregnant, undergoing or who have undergone gender reassignment.

In fulfilling the legal obligations, we are guided by following eight principles.

##### **Principle 1:**

##### **All learners are of equal value**

We see all learners and potential learners as of equal value:

- Whether or not they have a disability
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender.

##### **Principle 2: Inclusion**

We aim to have an inclusive approach, which permeates all our policies and practice.

### **Principle 3: We recognise, respect and value diversity**

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that the different needs and experiences of girls and boys, women and men are recognised.

### **Principle 4: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards people with disabilities, good relations between disabled and non-disabled people, and an absence of harassment of people with disabilities
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment.

### **Principle 5: Staff recruitment, retention and development**

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they have a disability
- Whatever their ethnicity, culture, age, religious affiliation, national origin or national status
- Whatever their gender.

### **Principle 6: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- People with and without disabilities
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men.

### **Principle 7: We consult widely**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- People with and without disabilities
- People from a range of ethnic, cultural and religious backgrounds
- Both women and men, and girls and boys.

### **Principle 8: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, locally, nationally and globally, by fostering greater social cohesion, and greater participation in public life of:

- People with and without disabilities
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys.

#### **4. The curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the eight principles (Paragraph 2).

#### **5. Ethos and organisation**

We ensure that the principles set out in paragraph 2 are applied to all our policies and practices, including those that are concerned with:

- Learners' progress, attainment and assessment
- Learners' personal development, welfare and well-being
- Safeguarding children
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour including bullying
- Working in partnership with parents, carers and guardians
- Working with the wider community.

#### **6. Addressing prejudice and prejudice-related bullying**

The Centre is opposed to all forms of prejudice, which stand in the way of fulfilling our legal duties referred to in paragraph 1.

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

#### **7. Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its single equality scheme is properly implemented. A named governor has responsibility for taking the lead on this.

The Headteacher/ named member of staff is responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it
- Making sure its procedures are followed
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- Making sure all staff know their responsibilities
- Taking appropriate action in cases of harassment and discrimination

Staff are responsible for:

- Promoting an inclusive and collaborative ethos in their classroom
- Dealing with any prejudice-related incidents that may occur or, if not appropriate, then referring the incident to their team leader or head teacher
- Identify and challenge bias and stereotyping in the curriculum and provision
- Keep up-to-date with equalities legislation relevant to their work

Parents/Carers are responsible for:

- Respecting and following the Centre's equality ethos
- Highlighting to senior staff any concerns or issues

## **8. Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

## **9. Breaches of the policy**

Breaches of this policy by staff will be dealt with in the same ways that breaches of other Centre policies are dealt with, as determined by the head teacher and governing body.

If a situation arises between children, the incident will be discussed with the parents and staff and a plan will be agreed, and implemented. The effectiveness will be monitored and evaluated by the child's key person, the parents and the Headteacher.

Breaches of policy by adults will be dealt with by staff or head teacher as appropriate, or in serious cases the appropriate authority e.g. LA or police.

## **13. Monitoring and evaluation**

This Equality Policy is supported by a Single Equality Scheme which is linked to the school development plan and includes targets determined by the governing body for promoting equality. This will be regularly monitored and reviewed by staff and governors to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision-making. The named governor who is responsible for equality will monitor specific outcomes and the Headteacher will provide regular monitoring reports for review by the Governing Body.

The principles of this Equality policy apply to all our Centre policies.

**Approved by the Governing Body:** January 2018

**To be reviewed by:** January 2020

Relevant for:-

<b>Centre:</b> Yes	<b>Nursery:</b> Yes	<b>Parents:</b> Yes
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