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| **St Philip’s Marsh Nursery School** |  |

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| **Ratified by the Governing Body** | **September 2016** |
| **Review Cycle** | **Annual** |
| **Review Date** | **September 2017** |

**Equality Plan**

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**Policy Statement**

St Philip’s Marsh Nursery School aims to provide an environment in which all children feel safe and secure, and can grow and develop their many skills and talents. We recognise that there is inequality in our society and that racist and sexist attitudes have a damaging effect upon children from an early age. Therefore we are committed to ensuring equality of education and opportunity for all children, practitioners, parents and carers receiving services from the Nursery School, irrespective of race, gender, disability, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the Nursery School feel proud of their identity and able to participate fully in life at the Nursery School. As a centre we fully believe that good relationships exist in a community where people from diverse backgrounds feel valued, appreciated and have similar opportunities. Therefore we are committed to working with our partners to promote community cohesion by identifying opportunities for people from different backgrounds to work and socialise together encouraging strong and positive relationships; be it in the workplace, through inclusive practices in the Nursery School, through neighbourhood partnerships or parent/carer groups e.g. stay and play sessions.

We aim to provide all our children and families with the opportunity to succeed, and to reach the highest level of personal achievement. The achievement of children will be monitored by race, gender and disability and we will use this data to support children, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At the Nursery School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

**The Early years Foundation Stage: Themes and Commitments**

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| **A Unique Child** | **Positive**  **Relationships** | **Enabling**  **Environments** | **Learning and Development** |
| **1.4 Health and well-being** | **2.1 Respecting each other** | **3.2 Supporting every child** |  |

**2. Mainstreaming equality into policy and practice**

As well as the specific actions set out beneath this plan, the Nursery School operates equality of opportunity in its day to day practice in the following ways.

**Teaching and learning**

We aim to provide all our children with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

* Use contextual data to improve the ways in which we provide support to individuals and groups of children;
* Monitor achievement data by ethnicity, gender and disability and action any gaps;
* Take account of the achievement of all children when planning for future learning and setting challenging targets;
* Ensure equality of access for all children and prepare them for life in a diverse society;
* Use materials that reflect the diversity of the Nursery School, population and local community in terms of race, gender and disability, without stereotyping;
* Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
* Provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures;
* Seek to involve all parents in supporting their child’s education;
* Encouraging room and practitioners room discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
* Including teaching and room-based approaches appropriate for the whole Nursery School population, which are inclusive and reflective of our children.

**Curriculum**

The St Philip’s Marsh Nursery School curriculum encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and begin to develop the skills of critical thinking.

We do this by:

* Helping children to feel valued and good about themselves.
* Ensuring that children have equality of access to learning.
* Recognising that children have different learning styles.
* Making appropriate provision within the curriculum to ensure each child receives the opportunity to develop their skills and abilities
* Making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments
* Positively reflecting a wide range of communities in the choice of resources
* Avoiding stereotypes or derogatory images in the selection of books or other visual materials
* Celebrating a wide range of festivals
* Creating an environment of mutual respect and tolerance for others.
* Helping children to understand that discriminatory remarks are hurtful and unacceptable
* Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning.
* Ensuring that children speaking languages other than English at home are supported in the development of their home language.

**Admissions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

**3. Equal Opportunities for Practitioners**

This section deals with aspects of equal opportunities relating to practitioners at the Nursery School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All practitioners appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the Nursery School reflects the diversity of our community.

**Employer duties**

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.  
  
Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing practitioners and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating practitioners structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include**:**

* Monitoring recruitment and retention including bullying and harassment of practitioners;
* Continued professional development opportunities for all practitioners;
* Senior Leadership Team support to ensure equality of opportunity for all.

**4. Equality and the law**

There are a number of statutory duties that must be met by every centre in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The action plan at the end of this Equality Plan outlines theactions we will take to meet the general duties detailed below.

**4a. Race Equality**

This section of the plan reflects the general and specific duties of the Nursery School as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

* Eliminate racial discrimination;
* Promote equality of opportunity;
* Promote good relations between people of different racial groups.

Under our specific duty we will:

* Prepare an Equality Plan which includes our written policy for race equality;
* Assess the impact of our policies, including this Plan, on children, practitioners and parents by ethnicity including, in particular, the achievement levels of these children;
* Monitor the impact our plans and policies have on such children, practitioners and parents towards raising the achievement of minority ethnic groups.

**4b. Disability**

This section should be read in conjunction with St Philip’s Marsh Nursery School Inclusion Policy and Accessibility Strategy.

**Definition of disability**

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

The DDA 2005 has also extended the definition of disability as follows:

* People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
* Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

**Legal duties**

The Disability Discrimination Act (DDA) 2005 placed a general duty on Nursery Schools, requiring them to have due regard for the following when carrying out and delivering services:

* Promoting equality of opportunity between disabled people and other people;
* Eliminating discrimination and harassment of disabled people that is related to their disability;
* Promoting positive attitudes towards disabled people;
* Encouraging participation in public life by disabled people;
* Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

Under ourspecific duty we will**:**

* Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
* Review and revise this Scheme every three years.

**4c. Gender Equality**

The Gender Equality Duty 2006 places a general and specific duty on Centres to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male children and between women and men and transgender people.

Under our general duty we will actively seek to:

* Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
* Promote equality between men and women.

Under ourspecific duty we will**:**

* Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
* Review and revise this Scheme every three years.

**4d. Sexual Orientation**

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For the Nursery School this means admissions, benefits and services for children and treatment of children.

**4e. Community cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of the Nursery Schools to promote community cohesion. Community cohesion encompasses promoting good relations between children from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

**5. Consultation and involvement**

It is a requirement that the development of this plan and the actions within it have been informed by the input of practitioners, children and parents and carers. We have achieved this by using the following to shape the plan:

* Feedback from the annual parent questionnaire, parent review meetings, parent school forum meetings or governors’ parent-consultation meeting;
* Input from practitioners surveys or through practitioners meetings / INSET;
* Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
* Feedback at Governing body meetings.

**6. Roles and Responsibilities**

**The role of governors**

The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that St Philip’s Marsh Nursery School is fully inclusive to children, and responsive to their needs based on race, gender and disability.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our Centre on grounds of race, gender or disability.

The governors take all reasonable steps to ensure that the St Philip’s Marsh Nursery School environment gives access to people with disabilities, and also strive to make the centres communications as inclusive as possible for parents, carers and children.

The governors welcome all applications to join St Philip’s Marsh Nursery School, whatever a child’s socio-economic background, race, gender or disability.

The governing body ensures that no child is discriminated against whilst in our centre on account of their race, sex or disability.

**The role of the headteacher (or senior leader responsible for Equalities)**

It is the headteacher’s role to implement the centre’s Equality Plan and he is supported by the governing body in doing so.

It is the headteacher’s role to ensure that all practitioners are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.

The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.

The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of St Philip’s Marsh Nursery School life.

The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

**The role of all practitioners: teaching and non-teaching**

All practitioners will ensure that all children are treated fairly, equally and with respect, and will maintain awareness of the centre’s Equality Plan.

All practitioners will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

All practitioners will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.

Teachers support the work of ancillary or support practitioners and encourage them to intervene in a positive way against any discriminatory incidents.

**7. Tackling discrimination**

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the St Philip’s Marsh Nursery School environment.

All practitioners are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil’s individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of practitioners present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

**What is a discriminatory incident?**

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

‘any incident which is perceived to be racist by the victim or any other person’.

**Types of discriminatory incident**

Types of discriminatory incidents that can occur are:

* Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
* Use of derogatory names, insults and jokes;
* Racist, sexist, homophobic or discriminatory graffiti;
* Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
* Bringing discriminatory material into St Philip’s Marsh Nursery School;
* Verbal abuse and threats;
* Incitement of others to discriminate or bully due to victim’s race, disability, gender or sexual orientation;
* Discriminatory comments in the course of discussion;
* Attempts to recruit others to discriminatory organisations and groups;
* Ridicule of an individual for difference e.g. food, music, religion, dress etc;
* Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

**Responding to and reporting incidents**

It should be clear to children and practitioners how they report incidents. All practitioners, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole of St Philip’s Marsh Nursery School.

***8. Review of progress and impact***

Incident

Member of staff to investigate further (if incident reported) or challenge behaviour immediately

Response to victim and family

Response to perpetrator and family

Incident form to be completed and filed.

Incidents to be reported to Governing body and local authority on a termly basis.

Action taken to address issue with group /Nursery School if necessary e.g. through circle time /

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our Nursery School policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of children’ learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of children are making the best possible progress, and take appropriate action to address any gaps.

**9. Publishing the plan**

* Publish our plan on the St Philip’s Marsh Nursery School website;
* Raise awareness of the plan through the Nursery School newsletter, assemblies, practitioners meetings and other communications;
* Make sure hard copies are available.