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| **St Philip’s Marsh Nursery School/Cashmore Early Years Centre/Barton Hill Children’s Centre** | **Z:\Work\2018-2019\Cashmore\logo.png** |

**Equal Opportunities and Racial Diversity Policy**

**Review**

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| --- | --- | --- | --- |
| **Review Cycle** | **Date of Current Policy** | **Author(s) of Current Policy** | **Review Date** |
| Every two years | June 2022 | Simon Holmes | June 2024 |

**Ratification**

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| --- | --- | --- | --- |
| **Role** | **Name** | **Signature** | **Date** |
| **Chair of Governors** | Enza Phillips |  |  |
| **Head Teacher** | Simon Holmes |  |  |

**Aim**

The aim of the school/centre is that all children, families and other adults involved in the school/centre services and everyone working in and visiting the school/centre will be treated equally.

**Objectives**

The school/centre acknowledges the nine protected characteristics:

• age

• gender reassignment

• being married or in a civil partnership

• being pregnant or on maternity leave, disability

• race including colour

• nationality

• ethnic or national origin

• religion belief or lack of religion/belief

• sex, sexual orientation

and respects, promotes and celebrates the rich diversity of viewpoints, political beliefs, social class, economic prosperity, physical and mental health, cultures, abilities, age, gender, ethnicity, nationality, language, sexual orientation (including LGBTQIA – Lesbian, Gay, Bi-Sexual and Transgender, Queer or Questioning, intersex and Asexual and/or Allied people), within the local community and wider society.

• That the work of the school/centre meets minimum legislation and subsequent updates; Human Rights Act 1998, Disability Discrimination Act 1995/2005, The Special Needs and Disability Act 2001, Sex Discrimination Act 1975 as amended 1982/2008, Race Relations Amendment Act 2000, Race Relations Act 1976, Equal Pay Act 1970/1975/1984, The Employment Acts 1989/2002, Employment Equality (Religion or belief) Regulations 2003, Employment Equality (Sexual Orientation) Regulations 2003/Goods and Services 2007, Equality Act 2004/2006/2010, Single Equality Act 2010, The Employment Equality (Age) Regulations 2006/2010.

• That children, families and practitioners have equality of opportunity in accessing the services and opportunities within the school/centre and realise their true potential unaffected by racism and other forms of prejudice.

• That the staff team listen to and respect the choices of children and their families and work in partnership with parents/carers and other professionals.

• That all staff constantly strive to challenge, confront and eradicate indirect and direct discrimination and prejudice whenever and wherever it is identified.

• That the principles of fairness and justice are promoted throughout all of the school/centre’s services, structures and procedures.

**Preventing discrimination**

The staff are committed to the ongoing development of an inclusive environment for all children and families. The strategies that are used include:

• Work is in partnership with families. The staff team believe that parents are children’s first and enduring educators and that learning with parents is a fundamental aspect of their work.

• Planning for the learning of children and adults begins with what they know, understand and can do and builds upon their own culture.

• Planned experiences for children promote the rich diversity of the life and culture that is enhanced by children and adults from all ethnic groups.

• Books and learning materials are used to promote positive images and are selected after consideration of bias, discrimination and stereotyping.

• Extending children’s experiences and understanding of the world is supported through sharing festivals and celebrations from other communities.

• Creating an inclusive school/centre environment that recognises and promotes diversity e.g. through display work.

• Working within a more gender conscious framework so that the school/centre can be more inclusive for all parents/carers.

• Not tolerating bullying by adults or children within the school/centre.

• The school/centre early childhood curriculum 0-5 emphasises self-esteem, emotional well-being, respect for self/others and the development of positive attitudes. • Racism is not tolerated from any adult or child. Any negative attitudes towards people from all ethnic groups is challenged and is then referred to the Headteacher.

• Regular staff training about equality of opportunity is undertaken.

• Fundamental British Values used to inform policy.

**Monitoring and review**

It is the responsibility of the Headteacher to ensure that there is equality of opportunity for children, families, staff and visitors. It is the role of the Headteacher to ensure that the school/centre’s policy is understood by all staff and applied consistently at all times. All staff lead in promoting the principle of equality and liaise with the Governing Body in ensuring that there is no discrimination in the provision of services for children, families, practitioners nor in school/centre procedures which includes recruitment.

The Headteacher monitors attendance and attainment (see Attendance Policy).

Any incidents which affect equalities – including any form of bullying or racism are recorded in the school’s incident log and followed up by Headteacher.

Any incidents which could cause significant harm to a child are reported to social care in line with school’s Safeguarding and Child Protection Policy.