

Harewood Nursery School



EQUALITY STATEMENT

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Aims and Values

This statement sets out our commitment to promoting equality and eliminating discrimination and harassment and is in line with our Safeguarding Policy. At Harewood Nursery School we strive to ensure that everyone is treated as an individual, and with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, economic circumstances, cultural and religious background, sexuality, disability or special educational needs and ability.

The school works actively to promote equality and foster positive attitudes and commitment to an education for equality. We do this by:

- Treating all those within the school community (e.g. children, staff, governors, parents, carers and the community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience.
- Creating and maintaining a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone in our school community to gain a positive self-image and high self-esteem.
- Having high expectations of everyone involved with the whole school community.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly.
- Identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all.
- Monitoring, evaluating and reviewing all the above to secure continuous improvement in all that we do.

Equality Legislation

This statement ensures that Harewood Nursery School meets the statutory obligations under the equality duties outlined below.

The key pieces of equality legislation are:

- The Equality Act 2010 replaces all existing equality legislation and provides a single, consolidated source of discrimination law, covering all types of discrimination that are unlawful. The Equality Act extends the prohibition for directly or indirectly discriminating to what are now termed 'protected characteristics'. These protected characteristics cover:
 - Disability
 - Gender reassignment
 - Marriage and civil partnership
 - Race
 - Religion or belief (including lack of belief)
 - Sex (Gender)
 - Sexual orientation
 - Pregnancy or maternity
 - Age

- The Equality Act 2006 amends the Sex Discrimination Act to place a statutory duty on us when carrying out our functions, to have due regard to the need:
 - To eliminate unlawful discrimination and harassment
 - To promote equality of opportunity between men and women.
- The Disability Discrimination Act 2005 states that we should in carrying out our functions have due regard to the need to:
 - Eliminate unlawful disability discrimination
 - Eliminate disability related harassment
 - Promote equality of opportunity between disabled people and others
 - Promote positive attitudes towards disabled people
 - Encourage participation by disabled people in public life
 - Take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than others.
- The Race Relations Amendment Act 2000 states that we should in carrying out our functions, have due regard to the need:
 - To eliminate unlawful racial discrimination; and
 - To promote equality of opportunity and good relations between persons of different racial groups Duty to Promote Community Cohesion.

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion. We therefore ensure that all staff are trained in the procedures to follow, if they are alerted to any concerns in regard to hate crimes in relation to ethnicity or cultural and religious differences.

Roles and Responsibilities

This Equality statement links to other specific policies and action plans that the school produces including the School Improvement Plan. It outlines the roles and responsibilities of everyone involved and connected with the school so that each person knows what is expected of them. Promoting equality and raising the achievement of all children is the responsibility of the whole school staff. Introduction to this statement will be included in induction arrangements for all staff new to the school. School induction procedures will highlight duties implied by this statement in the same way as child protection, health and safety and behaviour policies form part of the induction process.

The Governing Body

The Governing Body has agreed this statement and will assess and monitor the impact of the scheme annually via a standing item at the Full Governors meeting in the summer term.

The Headteacher

The Headteacher will demonstrate through their personal leadership the importance of the statement. They will ensure that all staff are aware of the statement and understand their role and responsibilities in relation to it. The Headteacher will assess and monitor the impact of the statement and will report outcomes to the governing body annually.

All Staff

All staff (Teachers and Non-Teaching Staff) will familiarise themselves with this statement and know what their responsibilities are in ensuring that it is implemented. Practitioners will know the implications of the statement for their planning, teaching and learning strategies as well as for behavioural issues.

Children

Our Children will be made aware of how the statement applies to them in an age related appropriate way. They will learn to treat each other with respect and have the confidence to report incidents to adults.

Parents and Carers

Parents and Carers will be encouraged to participate fully in implementing the equality statement within the school – particularly by reinforcing its ethos at home. Parents/Carers will be invited to comment on the statement and will be regularly updated on progress.

Teaching and Learning

We aim to ensure that all learners access a rich, broad and balanced Early Years Foundation Stage curriculum. Appropriate differentiation offers challenge for more able learners and scaffolding for lower attainers. Support is also in place in the form of intervention strategies for children with SEND. This is monitored through:

- Regular assessments of children's learning and using this information to track progress.
- The use of contextual data to improve the ways in which we provide support to individuals and groups of children;
- Monitoring achievement data by ethnicity, gender and disability and action any gaps;
- Taking account of the achievement of all children when planning for future learning and setting challenging targets;
- Ensuring equality of access for all children and preparing them for life in a diverse society;
- Using materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promoting attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Providing opportunities for children to appreciate their own culture and celebrate the diversity of other cultures;
- Seeking to involve all parents in supporting their child's education;
- Including teaching approaches appropriate for the whole school population, which are inclusive and reflective of our children.

Monitoring Children's Attainment and Progress

To monitor our children's attainment we will collect information about children's performance and progress, analyse it and use it to examine trends. Monitoring information will help us to see what progress we are making towards meeting our targets and aims. In particular, it will help us to:

- Highlight any difference between children
- Ask why these differences exist and test explanations given
- Review the effectiveness of current targets and objectives
- Decide what further action will be necessary to meet particular needs and to improve the performance of children (which might include positive action)
- Rethink and set targets in relevant strategic plans
- Take action to make improvement.

Equal Opportunities for Staff

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 staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. 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. Recruitment procedures, as well as allocating responsibilities or re-evaluating staff structures, are free from discrimination. Actions to ensure this commitment is met include:

- Continued professional development opportunities for all staff;
- Headteacher support to ensure equality of opportunity for all.

Assessing the Impact of Policies

We will continue to assess the effectiveness of our policies through existing arrangements for developing and reviewing other school policies. The main questions for assessing the impact of all our school's policies - giving special attention to children's attainment will include the following:

- Does each relevant policy include aims to promote equality, prevent or challenge discrimination?
- Do we help all our children to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
- Which groups of children are not achieving as much as they could? Why not?
- How do we explain any differences? Are the explanations justified?
- What are we doing to raise standards and promote equality of opportunity for children who seem to be underachieving and who may need extra support?

To answer these questions we will consider the following:

- Collecting and analysing relevant monitoring and other data
- Talking to parents, carers, children and staff to find out their needs and opinions

Breach of the Statement

We will ensure that all governors, staff, children, parents and carers are aware of our commitment to promoting equality and diversity. All persons covered by the statement will be aware of their responsibility to report any action, which constitutes, or could be deemed to constitute, a breach of the statement to the Headteacher. It will be for the Headteacher in consultation with other relevant staff, to decide on an appropriate response to any breach of the scheme, depending on circumstances and seriousness. This may include amongst other actions:

- Formal or informal warnings (under the School's Behaviour Policy)

- Involvement of Governors
- Fixed term or permanent exclusion

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their gender, ethnicity, economic circumstances, cultural and religious background, sexuality, disability or special educational needs and ability.
- 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 school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's gender, ethnicity, economic circumstances, cultural and religious background, sexuality, disability or special educational needs and ability.
- 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 cooperate with other people on grounds of gender, ethnicity, economic circumstances, cultural and religious background, sexuality, disability or special educational needs and ability.
- Failure to deal with incidents that occur

The school raises awareness of this statement via the school website, letters to parents and carers, staff meetings and other communications. Further reference should be made to the following: The Special Educational Needs and Disabilities Policy, the Inclusion Policy, the Health and Safety Policy, Behaviour Policy and Accessibility Plan.

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Reviewer(s):	Mrs Becky Cook	Headteacher
	Mrs Sarah Conway	Chair of Governors