



Equality Policy

May 2021

To be reviewed October
2023



EQUALITY POLICY 2021

Introduction

Wentworth Nursery School and Children's Centre is an inclusive organisation where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act (2010) (<https://www.legislation.gov.uk/ukpga/2010/15/contents>) provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.



Each child, like each adult, has intrinsic worth and should be treated with respect and care in all circumstances. Each child brings to each circumstance a unique personhood, identity, perspective and understanding that – regardless of gender, ethnicity, sexuality, physical ability, language, religion, beliefs, social origin or any other status – should be valued and nurtured. Dignity is inherent and cannot be deserved or lost.

Child Rights Partners, An Introduction to Children's Rights in Practice, 2016 UNICEF UK

Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

We have an overall duty to:-

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

We aim therefore to:

- Raising awareness
- Enabling all to respond
- to reflect on our actions or actions of others.
- to apply respect at all times.

Who is this policy for?



Our equality policy is for all children, parents/carers, staff, Governors and visitors to Wentworth Nursery School and Children's Centre. All such personnel have a duty to adhere to the principles and guidelines of this policy.

Our approach to equality is based on the following 7 key principles

1. **All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. **We recognize, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. **We foster a shared sense of cohesion and belonging.** We want all members of the Wentworth community to feel a sense of belonging both within Wentworth and the wider community and to feel that they are respected and able to participate fully in the life of the school and Children's Centre.
5. **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
6. **We have high expectations of all our children, parents and staff.** We expect that all pupils can make good progress and achieve to their highest potential. All staff will work to the best of their ability, through

a coherent and performance management cycle. We expect all our parents to work with us in promoting their child's learning and in adhering to the principles of this policy.

7. We work to raise standards for all children, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of children raises standards for all. At Wentworth Nursery School our most vulnerable can include the following groups:

- Children known to social services (including children with a child protection or child in need plans)
- Children with complex needs including children with an Educational Health Care Plan
- Children subject to two year old funded places or Early Years Pupil Premium

Development of the policy

Since writing our previous equality policy in 2016, the school has been developing its practice within the context of race and identity. In particular our practice recognises the importance of the following principles in developing children's learning:

Representation: Ensure we reflect all groups of children, so children have a sense of belonging and therefore best placed to achieve.

Vocabulary: Ensure we provide children with the vocabulary to positively describe themselves.

Interactions: Ensure we engage with all children without using unconscious biases that may hinder the learning of children.

Fairness: We recognise providing anti racist practice enables all children, staff and the wider community to be best place to prosper as one coherent and responsible community.



What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services. We are currently looking at our curriculum in terms of the following:

1. Content including vocabulary
2. Resources
3. Books

- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers. Wentworth has a fully inclusive admissions policy, where we are committed to serving our local community. Within this context we are looking at the following developments:
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all. See objective below
- Our admissions arrangements are fair and transparent, and we do not discriminate against children or their families by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.



What we are doing to advance equality of opportunity between different groups

Firstly, we work on an individualised basis through a keyworker system.

Secondly; we provide high quality training to enable our staff team to be best placed to enable all children to make substantive progress.



Thirdly; rigorous planning and assessment procedures including:

- End of day evaluations
- Weekly planning
- Explicit focus on vocabulary and children's talk
- Focused observations
- Individual needs meetings
- Support plan meetings and annual reviews

- Specialist interventions
- Systematic learning walks
- Pupil progress meetings
- Termly reviews with parents/carers

Fourthly; we have a pedagogy which is evidenced based (EYFS 2021, Ofsted 2018, Pascal et al, 2018; Travathen, 2013) which includes:

- high expectations of all our children, staff and parents.
- Partnership working with parents/carers

Finally, we are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.



What we are doing to foster good relations

- We prepare our children for life in a diverse society and ensure that there are activities across the curriculum that promotes respect, knowledge and understanding of different cultures within our school community. See objective statement below for current priorities for the school
- We promote British values in recognising the following four principles (democracy, rule of law, individual liberty and mutual respect and tolerance) is important for everyone, not solely those who are of British heritage:
 1. Enabling children to understand the value and ability to take turns (Democracy) for example by sharing resources and expressing their thoughts/opinions/feelings.
 2. Enabling children to respect each other and understand right from wrong (rule of law) for example children knowing that we use words and not force if we disagree with others.
 3. Enabling children to make choices and recognise some choices may be different to others (individual liberty) for example children valuing and respecting choices made by their peers.
 4. Enabling children to respect and value others (mutual respect and tolerance), for example children recognising and valuing children's different play (boys in the home corner, girls using real tools); learning that some cultures maybe different to others but equally should be respected.
- We use materials and resources that reflect the diversity of the Wentworth community in terms of race, gender, sexual identity and disability, avoiding stereotyping. As above this is being reviewed and developed.
- We work in partnership with parents and carers to engage fully in the nursery curriculum.
- We include the contribution of different cultures to our curriculum delivery.
- We provide opportunities for children to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through our interactions, displays, and visitors (when appropriate).

Other ways we address equality issues:-

In order to ensure that the work we are doing on equalities meets the needs of the whole Wentworth community us:

- Consulting with parents for example via zoom
 - Establishing a learning community via key forums such as Cluster F, Hackney Teaching School Alliance and Hackney School's Board.
 - Consulting with staff and sharing ideas with our Governing body
- Outside reviews such as from our School Improvement Partner (SIP), Ofsted inspections/visits. Roles and Responsibilities

We expect all members of the Wentworth community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this. Training is a continuing process and most recently has started in September 2020 with the facilitation of enhancing understanding relating to race and identity.

Equal Opportunities for staff

- This section deals with aspects of equal opportunities relating to 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.
- We are also concerned to ensure wherever possible that the staffing of the school and Children's Centre reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, so long as such practice does not inhibit the learning of our children.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Governing body

The governing body is responsible for ensuring that the school and Children's Centre complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body will have responsibility of overseeing the implementation of this policy.

Headteacher and Senior Leadership team

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and learning experiences that reflect Wentworth's principles, for example, in teaching including the provision of knowledge and resources that provide positive messages in relation to the nine protected characteristics.
- maintain the highest expectations of success for all pupils
- support different groups of children through differentiated planning and teaching, especially those who may be deemed vulnerable
- keep up-to-date with equalities legislation relevant to their work.

Visitors

All visitors to Wentworth, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in the Links to other documentation.

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that strands of objectives are related to our School and Children's Centre development plan, (see plan 2020-21) and is reflective in our approach to recruitment of staff and admissions of our children. This policy also relates to the following additional statutory guidance:

- The Children and Families Act (2014)
- Special educational needs code of practice: 0 to 25 years (2015)
- The statutory framework for the early years foundation stage draft (2019)
- The United Nations Convention on the Rights of the Child (1992)



Behaviour, Exclusions and Attendance

The school Policy on Behaviour takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability.

Addressing prejudice and prejudice based bullying

Wentworth challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality these can including the following:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum

- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review any such incidents and consider what actions are required to further minimize such actions from taking place in the future.

Monitoring and reviewing the policy

We will review this policy on a two yearly basis.



Disseminating the policy

This Equality Policy (which includes current Equality Objectives) is available:
on the school website.

As well as this we ensure that the whole school community knows about the policy, objectives and data through, staff meetings, meetings with parents, carers and other communications.

We publish on the school's website copies of relevant policies and guidance, including those on behaviour and special educational needs.

Complaints

Complaints arising from the operation of this policy will be dealt with in line with the school's complaints procedure.

Key contacts: Ben Hasan (Headteacher)

Chair of Governors: Sally Lindsay German

All leadership team trained in safer recruitment within the last three years

Action points

- Share policy with staff, parents and Governors
- Identify action points based on success criteria across the academic year
- Review plan systematically on a termly basis
- Feedback to Governors on progress of plan on a termly basis via the Full Governing Body and
- Curriculum Committee.

References:

Artful Learning Makes Sense Colwyn Trevarthen, University of Edinburgh (2013)

Early Years Foundation Stage, 2021; <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Pascal, C, Bertram, and T, Rouse Liz: Getting it Right in the Early Years Foundation Stage: a review of the evidence.

Ofsted Annual Report Commentary 2018/19 <https://www.gov.uk/government/publications/ofsted-annual-report-201819-education-childrens-services-and-skills/ofsted-annual-report-201819-hmci-commentary>

Equality Objective Statement

Equality and Diversity objectives 2020 -2024

Wentworth Nursery School and Children's Centre is committed to meeting its public sector duties and acknowledges that we have a statutory duty to:

- Eliminate discrimination, harassment and victimisation.
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

Wentworth Nursery School and Children's Centre – Equality Objectives. Eliminate unlawful discrimination, harassment and victimisation

Objective

To develop teaching and learning in relation to race and identity

Success Criteria

All children making substantive progress including those from minority groups including those of BCRB, Asian and Black African heritage.

Parents/carers are involved in the teaching and learning process.

Date: SCCIP 2020-21

Wentworth Nursery School and Children's Centre – Equality Objectives. Advance Equality of Opportunity Between People

Objective

To develop children ability to self regulate within the nursery school

Success Criteria

Children display a happy and high self esteem within nursery

Children are able to modify behaviour in relation to expectations

Children are able to work collaboratively and be attentive in both adult directed and child initiated play.

Staff are further trained within the context of self regulation as outlined in the new EYFS 2021

Date: SCCIP 2021-22

Wentworth Nursery School and Children's Centre – Equality Objectives. Foster Good Relations Between People

Objective

To develop pupil understanding of tolerance and respect for others through the development of Circle time including the use of persona dolls SDP 2019-2020

Success Criteria

Children are able to talk about how we should treat people. Staff are trained in the use of Persona dolls.

Date: SCCIP 2021-2022



Name of person reporting the incident:

Date of incident

Description of what happened:

Report incident to the Headteacher or Chair of Governors (if incident relates to the Headteacher)

What actions were taken?

How was this reviewed?

Signatures: Person completing the report

Headteacher: