



Equality Policy

May 2022

To be reviewed October
2024



EQUALITY POLICY 2022

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. The term school will include both the nursery school and children's centre.

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, status, 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. Equal value does not mean treating everyone the same but in accordance with their needs.
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.



Our actions in promoting greater equality for all and as such reducing the possibility of discrimination.

- 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 all children, staff, governors, parents and visitors adhere to this policy and its aims.

- 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 any form discrimination are given ample opportunities to express their thoughts and for the school to clearly demonstrate transparency and where appropriate implementation of any necessary actions. Any incidents involving discrimination will be reported using the form on Annex 1 which is kept in the **school office, Children's centre office clearly marked reporting incidents regarding discrimination.**
- 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.

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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 learning experiences across the curriculum which promotes respect, knowledge and understanding of different cultures within our school community.
- 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. For example we use persona dolls and or puppets to present children with social issues to discuss within 'circle time' during the nursery day.
- We work in partnership with parents and carers to engage fully in the nursery curriculum. For example we plan workshops to share the following:
 1. Information about the curriculum
 2. Workshops relating to race and identity
 3. Strategies for parents/carers to be involved in their child's learning at Wentworth.
- We include the contribution of different cultures to our curriculum delivery through
 1. Workshops
 2. Parents/carers engaging in the nursery

3. Governing body meetings including our curriculum committee.

- We promote positive messages about equality and diversity through our interactions, learning key phrases including sign language, displays, resources and visitors (when appropriate).

Other ways we address equality issues:-

In order to ensure the work we are doing on equalities meets the needs of the whole Wentworth community we engage in the following strategies:

1. Consulting with staff and sharing ideas with our Governing body
2. Consulting with parents for example via zoom
3. Establishing a learning community via key forums such as Cluster F, Hackney Teaching School Alliance and Hackney School's Board.
4. Systematically reviewing our practice and policy
5. Engaging with other outside agencies such as our School Improvement Partner and Ofsted.

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 aim to achieve this through:

- Professional training
- Dialogue with parents/carers
- Scrutiny with our governing body.

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.
- If any member of staff feels they have been subjected to any form of discrimination they will adhere to
- staff grievance procedure which in summary is:

1. Colleagues address the issue between themselves and report the issue to the headteacher or speak directly to their line manager, if they feel unable to do so. All aspects of discrimination must be reported to the Headteacher; with the staff member stating clearly in writing how they believe they have been subject to discrimination.
2. If the issue has not been successfully resolved to refer this to their line manager who will organise a three way meeting with a review.
3. Lastly; the matter will be referred to the headteacher who will undertake a review with agreed actions combined with a date for reviewing.

Equal Opportunities for Parents/Carers

As stated above all parents/carers will be treated with respect without subject to any form of discrimination and therefore provided with a sense of belonging and welcome within Wentworth. If any parent/carer feels they have been subjected to any form of discrimination then the following procedures should be adhered to as noted within our Complaint's policy; in summary it entails the following:

1. If it is a concern, to speak to the member of staff concerned as a means of resolving the issue
2. If it is a complaint, to put the nature of the complaint in writing and present to the headteacher. The headteacher will investigate the complaint and if appropriate hold a three a way meeting to resolve the issue.
3. If the above actions are not satisfactory, the Governing Body will organise an independent panel of Governors to review the nature of the complaint and the actions taken by the school.

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.

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 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 (2021)
- 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. All reports of discrimination are also reported to Hackney Education.

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: Farzana Chowdhury (Acting Headteacher from September 2022)

Chair of Governors: Sally Lindsay German

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>

- Identities and intersectionality - <https://www.youtube.com/watch?v=w6dnj2lyYjE>
- Why Black girls are targeted for punishment at school -- and how to change that. Monique W. Morris - <https://www.youtube.com/watch?v=g7F9XCdeOtw>
- Meet the kids who grew up in Chinese takeaways - BBC Stories - https://www.youtube.com/watch?v=li9o8B_9sXo
- A short history of Irish Travelers - <https://www.youtube.com/watch?v=X41Wkzr6fic>

Equality Objective Statement

Equality and Diversity objectives 2022 -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.
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Wentworth Nursery School and Children's Centre

Equality Objectives

1. Objective

To review practice with particular reference to how we implement our base times and strategies used to promote greater inclusion.

Success Criteria

All children are engaged in high quality learning

Children are exposed to a range of culturally diverse songs, stories and games

Children display a sense of positive well being

2. 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.

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

3. Objective

To work with parents/carers in developing knowledge and engagement in our work in anti racism

Success Criteria

Parents understand our objectives

Parents contribute to discussions, learning experiences within the nursery

Staff are using key words/phrases from children's first language consistently across the nursery and CC.



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: