



EQUALITY POLICY

Contents

Rationale.....	3
Aims.....	3
Collecting and using Information.....	5
Promoting Equality.....	6
Addressing prejudice-related incidents.....	6
Appeal process.....	6
Curriculum.....	7
Monitoring and Review.....	7

Rationale

Grasmere Nursery School recognises that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation, or age.

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

The Equality Act 2010 provides a modern, single legal framework with three broad duties, including eliminate discrimination, advance equality of opportunity and fostering good relations. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

?

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment

Aims

Grasmere Nursery School is committed to:

- Seeing all learners and potential learners, and their parents, as of equal value, regardless of any protected characteristic.
- Ensuring policies, procedures and activities will not discriminate, but must nevertheless take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face

in relation to any protected characteristic.

- Promoting race equality and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.
- Promoting disability equality, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life.
- Promoting gender equality by eliminating unlawful discrimination and harassment, and promote the equality of opportunity between men and women, girls and boys.
- Respecting the confidentiality of those seeking gender reassignment and will provide a supportive environment within the community.
- Opposing all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.
- Ensuring that all staff comply with the appropriate equality legislation and regulations.
- Ensuring the Admissions Policy will not discriminate against any protected characteristic in anyway.
- Ensuring staff are aware of their responsibilities and are given necessary training and support.
- Ensuring that the recording and reporting of equality and diversity is sufficiently scrutinised.
- Fostering positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.
- Observing good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity.
- Reducing and removing inequalities and barriers that already exist.
- Ensuring that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of any protected characteristic.
- Ensuring staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equality.

- Roles and Responsibilities

The governing board will ensure that the school complies with the appropriate equality legislation and regulations. They will meet its obligations under the PSED to publish equality objectives at least every four years commencing on the date of the last publication. The Governing Body will ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans and will ensure that the school's Admissions Policy does not discriminate in any way. They will ensure equal opportunities in its staff recruitment and promotion practices, professional

development programmes and in membership of the governing board. They will ensure that the necessary disciplinary measures are in place to enforce this policy.

The Headteacher will implement this policy and its procedures, ensuring that all staff members receive the appropriate equality and diversity training as part of their induction and CPD. The Headteacher will ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy and will actively challenge and take appropriate action in any case of discriminatory practice. The Headteacher will address any reported incidents of harassment or bullying in line with DfE guidance. They will produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.

All staff will be mindful of any incidents of harassment or bullying in the school. They will be proactive at addressing any minor issues of harassment or bullying and report any major breaches of the policy to the Headteacher. All staff will identify and challenge bias and stereotyping within the curriculum and the school's culture. They will promote equality and good relations, and not harass or discriminate in any way. Teaching staff and keyworkers will monitor pupils' progress and academic needs to ensure the appropriate support is in place. All staff will keep up-to-date with equality legislation and its application by attending the appropriate training.

Collecting and using Information

The school will collect equality information for the purpose of identifying key issues, e.g. unlawful discrimination in teaching methods, as well as assessing performance, e.g. benchmarking against similar organisations locally or nationally. They will take action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of women on maternity leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

The school will use the information they obtain to analyse any gaps present in their equality documentary. Any personal data the school collects will be processed in accordance with the

GDPR Policy.

Promoting Equality

In order to meet our objectives, the school has identified the following priorities:

- The school will provide auxiliary aids that are directly related to disabled pupil's educational needs as a reasonable adjustment, so they can integrate wholly in all parts of school life.
- Staff will ensure that all pupils are able to take part in extra-curricular activities and educational visits, and the school will monitor uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- There will be differential schemes of work designed to meet the abilities and learning styles of all pupils.
- There will be a clearly defined disciplinary system stipulated in the Behaviour Policy, which will be consistently enforced.
- The school will increase access for disabled children and young people to the school curriculum and will take necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling them to take as full a part as possible in the activities of the school.
- The school will ensure there is adequate access to the physical environment of the school.
- The school will seek the views of advisory staff, outside agencies and local schools.
- Throughout the year, the school will plan ongoing events to raise awareness of equality and diversity.

The school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning. Bullying and prejudice will be carefully monitored and dealt with according to our behaviour policy.

Addressing prejudice-related incidents

The school is opposed to all forms of prejudice and we recognise that pupils and staff who experience any form of prejudice-related discrimination may fare less well in the education system. The school will ensure that pupils and staff are aware of the impact of prejudice in order to prevent any incidents from occurring. If incidents continue to occur, the school will address them immediately and report them to the LA.

Appeal process

Staff members retain the right to appeal against a decision on the acceptability of their appearance e.g. dress code, using the school's grievance procedure. The school will adhere to the Complaints Procedures Policy when following the grievance procedure.

Curriculum

All pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need. When planning the curriculum, the school will take every opportunity to promote and advance equality. The school will develop an appropriate curriculum for all pupils in all vulnerable groups. The school will ensure PSED lessons are designed for pupils to develop their knowledge of the world and the importance of equality.

Monitoring and Review

The Headteacher will review this policy as part of the three-year policy review cycle to ensure that all procedures are up-to-date. The policy will be monitored and evaluated by the Headteacher and Governing Body. All changes will be disseminated to all stakeholders, via the school's normal communication methods.