

Horizon Nursery Equality Policy



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EQUALITY POLICY

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Section 1 Introduction

Horizon Nursery welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations and positive attitudes in relation to age, disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual orientation/identity (including marriage and civil partnerships).

Our Equality Policy provides a framework for us to pursue these duties and ensure that no person, through their contact with the nursery, receives less favourable treatment. The principles apply to all members of the extended nursery community – students, staff, governors, parents, carers and members of the local community.

At Horizon’s nursery, we take great care to treat each child as a person in their own right, with equal rights and responsibilities to any other individual, whether adult or child. We do not accept discrimination due to sex, religion, colour, creed, marital status, ethnic origin or political belief. If anyone believes that there is or has been any discrimination, then they must inform the manager immediately.

The nursery will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups. We will strive to promote equal access to services and projects by taking practical steps such as ensuring access to disabled people and producing material in relevant languages and media.

In fulfilling the legal obligations cited above, we are guided by the principles listed in section 2.

Signed _____
Principal / Nursery Representative)

Date: _____

Signed: _____
(Chairperson of the Governing Body)

Date: _____

Section 2 Principles

Principle 1: All children attending nursery are of equal value

We see all children attending nursery, and their parents and carers, as being of equal value:

- whether or not they are disabled
- whatever their age
- 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
- whatever their marital status
- whatever their sexual identity

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities will not discriminate but will nevertheless take account of differences of life-experience, outlook and background, and of the kinds of barriers and disadvantage people may face, in particular, though not exclusively, in relation to their:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences are recognised
- age
- gender and gender identity, so that the different needs and experiences of males, females and transgender people are recognised
- religion, belief or faith background
- sexual identity
- marital status

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and practice will promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between males and females and an absence of sexual and homophobic harassment

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures support all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- whatever their age
- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

Principle 5: We consult and involve widely

We engage with a range of groups and individuals to 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 aim to consult and involve, as appropriate:

- disabled, as well as non-disabled, people
- people from a wide range of ethnic, cultural and religious backgrounds
- people of all ages
- males, females and transgender people
- people of all sexualities

Principle 6: Society as a whole should benefit

We intend that our policies and practices should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and encouraging greater participation in public life by:

- disabled, as well as non-disabled, people
- people from a wide range of ethnic, cultural and religious backgrounds
- people of all ages
- males, females and transgender people
- people of all sexualities

Principle 7: We base our policies and practices on sound evidence

We maintain and publish quantitative and qualitative information which shows our compliance with the public-sector equality duty (PSED) set out in clause 149 of the Equality Act 2010. This information is used by the nursery when determining 'next steps' and developing the following year's Nursery Development Plan. Our equality objectives are integrated into this plan and so progress towards achieving them reported termly to governors.

Section 3 Curriculum

The nursery aims to provide all children with the opportunity to succeed to potential and to reach the highest level of personal achievement.

We endeavour to:

- ensure equality of curricular access and prepare children for life in a diverse society
- use materials that reflect a range of cultural backgrounds, without stereotyping
- promote attitudes, values and skills that challenge discriminatory behaviour
- provide opportunities for children to appreciate their own culture, religion and beliefs and celebrate the diversity of other cultures
- provide a curriculum that covers issues of equality, diversity, religion, human rights and inclusion

- prepare children for living in a multicultural society and promote good relations between different racial groups
- celebrate diversity
- involve all parents/carers in supporting their child's education
- take account of the different learning needs of different groups of children, using an appropriate range of teaching strategies to enable all to progress in line with their personal development
- take account of the current performance of all children when planning for future learning and setting challenging targets
- make best use of all available resources to support the learning of all groups of children

Section 4 Roles and Responsibilities

The School Governors are responsible for:

- ensuring the nursery complies with current equality legislation
- ensuring the Equality Policy is properly implemented and monitored
- ensuring related procedures are followed
- assigning a named governor

The Executive Principal is responsible for:

- ensuring the policy is readily available and that the governors, staff, children and their parents/carers know about it
- ensuring staff understand their responsibilities and receive training and support in carrying these out
- ensuring its procedures are followed
- taking appropriate action in cases of harassment and discrimination
- producing a report on progress for governors annually

All nursery staff are responsible for:

- promoting an inclusive and collaborative ethos in the classroom
- modelling good practice, dealing with discriminatory incidents and being able to:
 - recognise and tackle bias and stereotyping
 - promote equality and avoid discrimination against anyone
 - keep up to date with the law on discrimination and undertake training as appropriate

The nursery and staff are committed to:

- encouraging positive role models, displayed through toys imaginary play and activities that promote non-stereotypical images. Books are selected to promote such images of men and women, girls and boys
- Encouraging all children to join in all activities, e.g. shop, dressing up, home corner, dolls, bikes, large equipment etc.
- Regularly reviewing childcare practices to ensure that the policy is effective
- Challenging language, actions, behaviours and attitudes, which are oppressive or discriminatory, and reporting these instances to the manager

Parents/Carers are responsible for:

- supporting the nursery's equality ethos
- sharing concerns with, and reporting issues to, a senior member of staff

Visitors and contractors are responsible for:

- following our expectations regarding equality

Section 5 Monitoring, Evaluation and Review

The Nursery will review this policy annually. We will evaluate its effectiveness in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of an impact assessment will be used to inform future planning and decision-making.

This policy links to other policies and in general the principles of equality will apply to all other school policies.

Section 6 Concerns or Complaints

In the first instance a senior member of staff should be contacted. If issues or concerns remain unresolved these should be raised in accordance with the nursery's Complaints Policy.