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Agreed by: Learning and Achievement Committee

Date: 18/05/23

Name: Sally Evans

Signature:

Single Equalities Policy

May 2023

For Highfield Nursery School, Daycare and Children's Centre

This framework was formulated/revised by representatives of the whole centre consisting of the head teacher, governors, steering group, teacher, daycare manager and family support, in consultation with family representatives.

Our Vision

To create a fair and just setting/centre community, that promotes social inclusion, community cohesion and equality, that respects diversity and which challenges and acts upon discrimination and inequality including bullying.

Highfield Nursery School, Daycare and Children's Centre provides education for all, acknowledging that the society within which we live is enriched by diversity. Highfield Nursery School, Daycare and Children's Centre strives to ensure that the culture and ethos of the whole centre reflects the diversity of ALL members of the community, where everyone is equally valued and treats one another with respect and fairness. Pupils and their families are provided with the opportunity to experience, understand and celebrate diversity.

Highfield Nursery School, Daycare and Children's Centre will not tolerate harassment of any kind. We are committed to combating ALL forms of discrimination and are pro-active in widening horizons.

Highfield Nursery School, Daycare and Children's Centre recognises that monitoring and evaluation of equality is essential to ensure nobody is being disadvantaged, and that monitoring leads to action planning.

Highfield Nursery School, Daycare and Children's Centre intends that its workforce reflects Suffolk's diversity at all levels of the organisation. We aim to be an inclusive employer that positively values the contribution of all employees. Through both our employment policies and strategies, we aim to achieve equality for all sections of the workforce and the community we serve.

Highfield Nursery School, Daycare and Children's Centre will work towards eliminating all discrimination on the grounds of race, gender, gender reassignment, disability, sexuality (including sexual orientation), age, religion or belief. We believe that all children, families, employees and other service users should be treated with dignity and respect at all times and we will not tolerate bullying, harassment or victimisation of any groups or individuals.

Highfield Nursery School, Daycare and Children's Centre will be an equality champion and community leader in

- Promoting equality, for example by assessing the impact of our policies on different groups
- Challenging and eradicating discrimination, for example by acting quickly to deal with all bullying, including that which is aimed at groups as well as individuals such as racist bullying
- Promoting community cohesion
- Giving a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider community
- Developing an Equality, Diversity and Cohesion Strategy that includes all equality strands and links targets and actions with our Improvement and Development Plans
- Developing, implementing, monitoring and reporting equality work throughout the school/daycare/centre's communities as part of our business planning, nursery, daycare and centre improvement, and nursery, daycare and centre self-evaluation processes
- Developing and supporting a workforce that seeks to reflect at all levels the resident community of Suffolk
- Working in partnership and consulting with children, parents, staff, stakeholders and the wider community to develop good practice and lead the quality agenda within our community
- Reviewing and auditing all our equality, diversity and cohesion activities
- Set up, monitor and review a disability equalities scheme, gender equalities scheme and race equality action plan through consultation of all stakeholders

Our Principles

- To promote equality, diversity and cohesion within the local community. We believe that our organisation has to reflect all the communities and people it serves.
- Challenge discrimination on the grounds of gender, race, age, disability, sexuality (including sexual orientation), religion or belief.
- Our vision for equality and diversity goes beyond establishing processes to achieve change. We will monitor progress made towards meeting objectives to:
 - take adequate steps to prevent discrimination
 - take decisive action when discrimination occurs
 - take steps to promote equality, diversity and cohesion
- All our staff will consistently challenge all put-downs, harassment, name-calling, bullying, threatening or hurtful behaviour (physical and psychological) that violates a group or individual and leads to marginalisation, exclusion, and feelings of powerlessness and worthlessness because of colour, culture, ethnicity, faith, religion, belief, national origin, national status, disability or impairment, perception of sexuality including sexual orientation, gender, marital status, socio-economic background, age, responsibility for dependants and trade union membership.
- We accept the findings of the Stephen Lawrence Enquiry Report, with particular respect to the Macpherson definition of 'institutional racism', which is
'The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantage minority ethnic people.'
- We recognise that the Macpherson definition of 'institutional discrimination' in relation to race can be equally applied to other equality strands.
- We acknowledge The Stephen Lawrence Enquiry definition of a racist incident is "any incident which is perceived to be racist by the victim or any other person".
- We also recognise that all children may experience harassment and bullying and in tackling these issues in the nursery we use the same definition that such an incident is perceived to be harassment or bullying by the victim or another person, until proven otherwise.

- We will strive to be a 'listening school'. We listen to all our school community members including children, parents, staff, visitors, wider community members, stakeholders and partners. We take seriously all experiences of bullying and hurtful behaviour resulting from bullying such as racism. We invite all our children in particular to talk to us about bullying, where it happens, who is doing it, and what it involves.
- We are committed to being a learning organisation which recognises the contribution of all children, staff, parents and other partners and which is supportive, fair, just and free from discrimination.
- We will continue to develop preventative measures to deal with discrimination including promoting human rights and equality for all, adult courses/events and in particular focusing on the 'rights of the child', the 'right to education' and the right to be safe.
- Our SEND policy demonstrates our commitments to pupil participation, parent participation, resource allocation and access to learning and events. The outcomes of how these aspects are reflected in our school practice and the steps we need to take to develop them link directly to the disability dimensions of our Single Equalities
- Involvement and engagement with families, children, staff, governors, parents, community champions, steering group and with the wider community will form part of our equality diversity and cohesion strategy with clear objectives and timescales.
- Partnership with parents, governors and the wider community are essential to promote equality, diversity and community cohesion. The centre's engagement with partners is central to our overall strategy and forms a key part of our Single Equalities.
- Encourage diversity and eliminate unfair treatment and discrimination through a full range of human resource policies and procedures in particular in the areas of recruitment, training and development and promotion.
- Monitor staff in post, all applicants, short listed candidates and candidates appointed.
- Recognise that staff have rights as employees to work in a supportive, safe and harassment free environment and that staff have individual and collective responsibility to value and respect each other's contributions.
- Promote a welcoming environment where standards of conduct are of the highest level and to ensure that no one is harassed, bullied or victimized.
- Develop annual equality milestones and other objectives within the School Improvement Plan ensure that equality and diversity are central to our everyday work (Our RRSA programme)
- Ensure that in planning, delivering and monitoring strategies and policies, equality and diversity issues are considered at the outset of that work and that we will consult with children, parents, staff, partners, steering group and governors where appropriate and the wider community.

This policy should be read in conjunction with the Dispositional Curriculum and Mission Statement, Supporting Behaviour policy, Observation Assessment and Planning policy, Admissions policy, Staffing policy.

Senior staff member responsible: Head teacher

STATEMENT

Our Single Equalities aims to ensure that no group receives less favourable treatment by virtue of one's race, gender, religious beliefs, ethnic origin, disability, age or sexuality. In taking a Single Equalities approach we recognise that people may often share more than one aspect of their identity in relation to race, disability, gender, religion or belief. We believe that every member of our setting community should feel safe and secure, valued and of equal worth.

- We value diversity by promoting equality of access and equality of opportunity, treating everyone as an individual and valuing the diversity and creativity that each person brings to our setting.
- We actively work to eliminate discrimination, harassment and victimisation through our behaviours, practices and curriculum.
- We actively seek to promote and foster good relations between groups across all characteristics.

To be Different

- Disabled
- In us big or small
- Fat or thin
- From a different part of the world
- Even the colours of our skin
- Religions there are plenty
- Even our names are not the same
- Not everyone has a mum or dad
- Too many differences to name

It's good to be difference and not all the same for we all share one thing and that's we have the right to be humane.

RESPONSIBILITY/MONITORING AND REVIEW

We know that we are all responsible for carrying out our Single Equalities.

The headteacher and the senior management team have responsibility for sharing updates in legislation with staff, co-ordinating activities relating to equality and evaluating impact, overseeing the implementation of the equality schemes, ensuring all are aware of their responsibilities and providing relevant training and support and taking appropriate action in response to any prejudice incidents.

All employees, trainees and volunteers are made aware of the policy and their responsibility in following it.

This policy has been drawn up following parental feedback and consultation, practise analysis and outcomes for children, consultation with staff across the setting and the Chair of Governors.

LEGAL FRAMEWORK

- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1975 as amended 1986
- Equality Act 2006
- Sex Discrimination (gender reassignment) Regulations 1999
- Employment Equality (sexual orientation) Regulations 2003
- Children Act 1989
- Special Educational Needs and Disability Act 2001
- Disability Discrimination Act 2005 as amended
- Employment Equality (Religion or Belief) Regulations 2003 as amended
- Equality Act 2006 (religion and belief)
- Employment equality (age) Regulations 2006
- Single Equality Act 2010

Article 2: The convention applies to everyone, whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

Article 3: All organisations concerned with children should work towards what is best for the child

Article 20: Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.

Article 30: Children have the right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

COMMITMENTS

Promoting Equality: children and families

- Provide a secure environment in which all our children can flourish and in which all contributions are valued
- Help each child develop a positive self image
- Include and value the contribution of all families to our understanding of equality and diversity
- Provide positive non-stereotyping images and resources about gender roles, diverse ethnic and cultural groups and people with disabilities. We will proactively use these resources to develop the children's care, tolerance and understanding.
- Our environment will incorporate languages from around the world
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
- Make inclusion a thread that runs through all of the activities of the Centre.

Promoting equality: countering and challenging harassment and bullying

- Employees, prospective employees, students, volunteers and visitors will be treated by us fairly, openly, honestly and with dignity. We provide a secure environment in which all our children can flourish and in which all contributions are valued
- Everyone has the right to work in an environment free of unlawful discrimination and we at Highfield will not tolerate discrimination or harassment under any circumstances
- Anyone who believes they are being discriminated against or feels that another is being so treated should raise the matter through our complaints procedure and Whistleblowing procedures
- Disciplinary action, including dismissal action may be taken against any employee found responsible for harassment or discrimination
- Incidents or possible beginnings of discriminatory behaviours will be challenged by staff using a variety of approaches.

Promoting equality: admissions

Our setting is open to all members of the community.

- We advertise our service widely
- We reflect the diversity of members of our society in our publicity and promotional materials
- We provide information in clear, concise language, whether in spoken or written form
- We provide information in as many languages as possible
- We base our admissions policy on a fair system
- We ensure that all parents are made aware of our equality and diversity policy
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a travelling community or an asylum seeker
- We do not discriminate against a child with a disability or refuse a child entry to our setting because of any disability. However, before the child starts the setting we may need to seek appropriate equipment or training to support the child and their family.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly racist insignia, distribution of racist material, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with by a member of the senior management team.

Promoting equality: employment

- Posts are advertised and all applicants are judged against explicit and fair criteria
- Applicants are welcome from all backgrounds and posts are open to all
- We may use the exemption clauses of the Race Relations Act and the Sex Discrimination Act where this is necessary to enable the service to best meet the needs of the community
- The applicant who best meets the criteria is offered the post, subject to references, which will be obtained before interview and enhanced disclosure checks by the Disclosure and Barring Service. This ensures fairness in the selection process.
- All job descriptions include a commitment to equality and diversity as part of their specifications

- We monitor our application process to ensure that it is fair and accessible

Promoting equality: training

- We provide opportunity for all staff and volunteers to access training to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish
- We continuously review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion. Written policies are reviewed annually.

Promoting equality: curriculum

Article 12: Every child has the right to say what they think in matters that concern them, and to have their views taken seriously

Article 13 – every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

Article 29 Education must develop every child's personality, talents and abilities to the full. It must encourage a child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment

The curriculum offered, through our learning and teaching, learning environment, resources and equipment, and the language practitioners model we encourage children and families to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Reference should be made to our dispositional curriculum policy

We do this by:

- Making children feel valued and good about themselves
- Ensuring that children have equality of access to learning
- Recognising the different learning styles, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities
- Positively reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials
- Introducing a wide range of festivals and celebrations
- Creating an environment of mutual respect and tolerance
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable, eg circle time and persona dolls
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages where possible

Promoting equality: Valuing Diversity in Families

Article 20: Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.

- We welcome and appreciate the diversity of family lifestyles
- We encourage children to contribute stories of their everyday life to the setting
- We encourage parents/carers to take part in the life of the setting and to contribute fully
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion

- We offer information regarding sources of financial support

Promoting equality: Food

Article 6: All children have the right to life. Governments should ensure that children survive and develop healthily.

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.
- We work with parents to support children to anticipate that food tastes good and to try new foods to eat a healthy, balanced diet.

Partnership with Parents

- The views of all parents/carers will be welcomed, respected and carefully considered
- Information about the setting is communicated in a variety of ways – written, verbal and in translation – to ensure that all parents have information about and access to the setting. We will take every opportunity to make communications accessible to all.

