

# Aire Valley Nursery Schools Federation

## Equalities Policy

Reviewed June 2020

### **Background**

The Public Sector Equality Duty requires our school to publish information about Equalities. The Equality Act 2010 clearly states that the following areas must be taken into account;

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Gender reassignment

People identified in these groups are considered to have a protected characteristic.

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

The Prevent Duty outlines how schools can build pupils’ resilience to radicalisation by promoting fundamental British values. We believe this is also achieved through community cohesion and promoting equality at all times. Our Equalities Policy is therefore crucial to our work in promoting the Prevent Duty.

### **Our Aims and Intentions**

The three aims of the Public Sector Equality Duty are to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

The information we publish and analyse must be clearly linked to the three aims of the Public Sector Equality Duty. These are known as the **General Duties**, which are the things that schools aim to achieve. All the information will be from School data. We intend to use the information to improve outcomes for children and families who use the School.

### **Our Objectives outline how we implement our aims**

- We will ensure that equal rights and diversity are an integral part of strategic and operational priorities
- All employees will promote equality of opportunity
- We will ensure that no individual is excluded from services because of their diverse requirements
- Discrimination on any grounds will be unacceptable
- Every member of the school and community will endeavour to personally contribute towards a happy, caring environment and showing respect for each other as individuals
- We will strive to support all children and families in being able to contribute to life in Bradford, Britain and beyond. We will support children to develop into responsible citizens of the world.

# Equalities Policy

## Guidelines

### 1. Discrimination

All forms of discrimination by any person within the school will be treated seriously. These will be reported on an incident form and offending individuals will be informed that such behaviour is unacceptable. If there are subsequent incidents these will be considered by Senior Management and advice taken from governors on appropriate action. Racist symbols, badges or insignias on clothing are forbidden in our school.

### 2. Promoting diversity

The school values diversity amongst the staff. In all staff appointments, the best candidate will be appointed, based on strict professional criteria. In line with the DDA 1995 we will consider changes to the job/duties where a person with a disability is the best candidate, however may not be able to undertake certain aspects of the job. The school acknowledges that members of the school come from diverse cultural, racial and social economic backgrounds and we endeavour to foster an atmosphere of mutual respect in order to help to promote a society in which there is social, religious and racial harmony.

In order to understand the background and experiences of ethnic minority pupils and to raise expectations of their potential, staff need to be aware of the historical and contemporary processes which have caused, and may continue to sustain, racism. Close liaison with families is our practice and is beneficial to all. The staff will keep themselves informed about demographic changes in the school locality. Professional development about understanding the cultures, languages and historical facts about new arrivals will be provided as necessary as will training in relation to the history of disability.

The school views language diversity positively and staff must be aware of the languages and dialects spoken by pupils and their families. Children and staff must feel that their languages and dialects are valued. They must therefore be allowed to use their home language in school but never use it knowingly to exclude others.

### 3. The Curriculum

All children must have access to the school's curriculum. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each child. The curriculum must be balanced, objective and sensitive to all pupils.

We aim to provide for all children irrespective of their gender, ability, disability and race, ethnic or national origins. Whenever possible staff must ensure that the resources used in all areas are multicultural and non-sexist, containing positive images of all groups including disabled people. Variety should be evident in the morals, stories and information offered to all children. Children should have access to accurate information about similarities and difference between cultural groups recognising that some hearing impaired people consider themselves from a different cultural group rather than that they have a disability.

### 4. Registration

Children's names must be accurately recorded and correctly pronounced. Children will be encouraged to accept and respect names from other cultures. Where we have a child who uses either assisted English, Makaton or BSL we will learn and use signing and visual symbols to communicate their names. These will be used at registration time.

## **5. Admissions**

The school follows the LEA/Governing Body & Early Years Services Admission Policy, which does not permit gender, race, colour, religion or disability to be used as criteria for admission. Additional arrangements may need to be discussed for those children with Special Educational Needs and/or disabilities.

## **6. Awareness**

Parents and staff should know the school has an equality & diversity policy. Parents can obtain copy of the policy on request.

## **7. Monitoring Policy Effectiveness**

This policy will be monitored as an integral part of all monitoring, both formal and informal.

### **Covid-19 Addendum**

During this time the Federation will follow new government guidance in relation to risk factors for BAME employees.