



Equal Opportunities Policy Including Equality Objectives

March 2020

To be reviewed February 2022

1. Aims of the Policy

1.1 To ensure wholehearted compliance with the Equality Act 2010 which brings together and replaces previous legislation, including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e. Race) and Gender.

1.2 The Equality Act combines the former three duties into one new Public Sector Equality Duty that covers all seven of the equality strands or protected characteristics:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

Age is also a protected characteristic, and in schools applies to employees of the school rather than pupils.

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

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

At Abercromby Nursery School we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Equality Policy summarises the school's approach in ensuring equality for all.

2. Objectives of the Policy

2.1 To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.

2.2 To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.

2.3 To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender

identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.

2.4 To recognise and celebrate diversity within our community whilst promoting community cohesion.

2.5 To ensure that this policy is applied to all that we do.

2.6 To ensure that pupils, parents/carers are fully involved in the provision.

2.7 To ensure that within the school budget, adequate funding is provided to underpin this policy, ensuring that intervention, positive and preventative action is funded where necessary.

3. Best Practice

3.1 We strive to achieve a cohesive and respectful learning community and have expectations that through example our children will develop positive relationships and behave respectfully to one another. We do this in an age appropriate way through our [Abercromby Values](#), based on fundamental British Values. Our desire is that children and their families will feel fully engaged in the school community. We endeavour to ensure that our children, staff, governors, families and visitors are treated respectfully and have positive experiences in their many and varied interactions with the school. This is encapsulated in our [Mission Statement and Aims](#).

3.2 We aim to enhance a wider sense of community locally, as well as in the context of the UK and the wider world communities.

3.3 We support 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. Through our policies and procedures, we undertake to ensure that every child and young person is healthy, safe, able to enjoy and achieve in their learning experience, and along with their families, are able to contribute to the wider community.

3.4 Although the following instances are less likely due to the very young age of our children, we consider it our statutory responsibility to maintain the practice of logging racist incidents and reporting them to the local authority. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g. homophobic bullying. We also monitor and log bullying incidents, particularly those directed towards those with special educational needs.

4. Strategies for ensuring that all learners have equal access to a rich, broad, balanced and relevant curriculum

4.1 Monitoring, evaluation and review processes carried out by the Senior Leadership Team (SLT) will ensure that provision and practice throughout the school reflect the objectives of this policy.

4.2 Annual completion of the 175 Safeguarding Audit ensures a rigorous monitoring process is undertaken and then reported to the Local Authority. Termly reports to governors from the Head Teacher provide an overview of racist and/or bullying incidents along with other Safeguarding information. Monthly SLT meetings include Safeguarding and Health and Safety as standing agenda items and regular time is given to staff meetings so all staff are knowledgeable about their duties and our practice.

4.3 Families and Governors are involved and consulted about the provision for learning and development offered by the school.

4.4 Class teams ensure that teaching and learning takes full account of this policy.

4.5 The diversity within our school and the wider community is celebrated by all.

4.6 Diversity is recognised as a positive, rich resource for teaching and learning within the curriculum.

4.7 Professional development opportunities are delivered for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.

4.8 Contributions are sought from families and other members of the school community to enrich teaching, learning and the curriculum.

4.9 The positive achievements of all children and staff are recognised and celebrated.

5. Outcomes:

5.1 This policy will play a significant part in the educational development of individual children.

5.2 This policy will ensure that all children are treated equally and as favourably as others. We are committed to supporting children with a disability, who may need positive discrimination to enable them to succeed.

5.3 The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community.

5.4 We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Equality Act 2010.

6. Equality Objectives

6.1 The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence.

6.2 Our equality objectives focus on those areas wherein we have agreed to take action to improve equality and tackle disadvantages.

6.3 We will regularly review the progress we are making to meet our equality objectives.

Equality Objectives 2020 – 2022

- Identify opportunities in the curriculum to look at culture, religion, beliefs and countries.
- Ensure resources reflect positive and not stereotypic images of people of different gender (e.g. women as fire fighters, men in nurturing roles), from ethnic minorities, with a variety of abilities and that celebrate diversity.
- Ensure text around the school is representative of the diverse range of cultures of the families within our school community.
- Use calendar events as an opportunity to celebrate the festivals of a range of cultures and countries, e.g. using events like World Cup, Olympics, as an opportunity to explore other cultures.

7. Policy Review

This policy will be reviewed every two years by the Governing Body, as part of its monitoring cycle.

Next Review: March 2022.

Please also refer to the [Accessibility Plan](#)