

Manningham Community Nursery Schools Federation

Reviewed May 2023

Approved by Governors 22nd May 2023

Equalities Policy

Our Vision

We are committed to advancing equality and promoting respect for difference and diversity through the federation vision, ethos and values. We aim to empower and support children to live well, reach their full potential and fulfil their dreams.

“All different, all equal, all special together”

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;

- Age
- Sex (gender)
- Race (ethnicity/nationality)
- Disability
- Religion and Belief
- Sexual Orientation
- Gender reassignment
- Pregnancy and Maternity
- Marriage and civil partnerships

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

All schools, registered early year’s childcare providers and registered later year’s 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 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.

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.

Our federation community will treat everybody in the way they would wish to be treated with mutual respect for each other and our environment.

We will develop resilience in ourselves and others by creating a stable and safe culture and climate where we understand that everyone makes mistakes and that we will achieve more by learning from them.

We will provide everybody with a secure and creative environment to achieve their full potential, by offering a broad range of engaging and challenging opportunities within a rich curriculum.

Our federation community will be supported in all aspects of school life enabling them to achieve, feel included, and belong.

Our federation community will understand, develop and show mutual trust, confidence in each other, and ensure that all stakeholders feel listened to and valued.

We will use the Personal, Social and Emotional Development area of the curriculum to promote children's positive thinking about equality.

We will celebrate and acknowledge children's strengths.

We will identify children's traits and needs and provide support, scaffolding and adaptive practice where it is required.

We will ensure that all children will receive equal access to the full school curriculum.

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.
- Through our Personal, Social and Emotional Development teaching we will identify and value commonality and shared values, difference and diversity.
- We will use role play, resources, visits, books and displays to enhance our teaching and demonstrate to children the richness within our differences.
- We will learn about and celebrate festivals from a variety of cultures.
- All staff will promote social cohesion within our schools, federation and local community.
- We will provide children and families with opportunities to explore and value the complexity of our personal and cultural identities through our rich curriculum.
- We will challenge stereotypes and help children to understand how and why they should be challenged in an age appropriate way.
- We will promote staff awareness of unconscious bias through staff training.
- We will recognise that children coming into the school are not blank slates. They come into the school with complex, intersecting identities.
- We will welcome everyone.

Roles and Responsibilities

Our Headteacher will:

- ensure that staff, parents/carers, pupils/students, governors, visitors and contractors are engaged in the development of and informed about the Equality Policy through asking for feedback wherever possible.
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the staff team is kept up to date with any development affecting the policy or actions arising from it

Our governing body will:

- take full responsibility for the Equality Policy
- ensure that the objectives arising from the policy feed into School Improvement Plans
- support the Headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy every 3 years and the objectives annually

Our Senior Leaders will:

- have responsibility for supporting other staff in implementing this policy
- provide a lead in the dissemination of information relating to the policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues

Our pupils/students will:

- be involved in the further development of the policy through the PSED curriculum and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the policy
- be encouraged to actively support the policy

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the policy through parents' forum and other engagement activities.
- have access to the policy through school websites
- be encouraged to actively support the policy
- be encouraged to attend any relevant meetings and activities related to the policy
- be informed of any incident related to this policy which could directly affect their child

Our school staff will:

- be involved in the further development of the policy through staff feedback questionnaires, meetings and through providing an open culture where all staff are encouraged to express their views.
- be fully aware of the Equality Policy and how it relates to them
- make known any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

- Be involved in the further development of the policy where appropriate
- Be encouraged to support the policy
- Be encouraged to attend any relevant meetings and activities related to the policy

Monitoring

We will monitor the objectives of this policy yearly and report to the governing body on progress made.

Monitoring will be completed through classroom observations, verbal and written feedback from stakeholders and through audits of environments and resources.

Monitoring will be both formal and informal.

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 on appropriate action. Racist symbols, badges or insignias on clothing are forbidden in our schools.

Adultification bias can occur when children of colour are not afforded the same perceptions of innocence as their white counterparts. Staff will ensure that they treat children equally and follow the behaviour policy guidelines when managing children's behaviour.

2. Promoting diversity

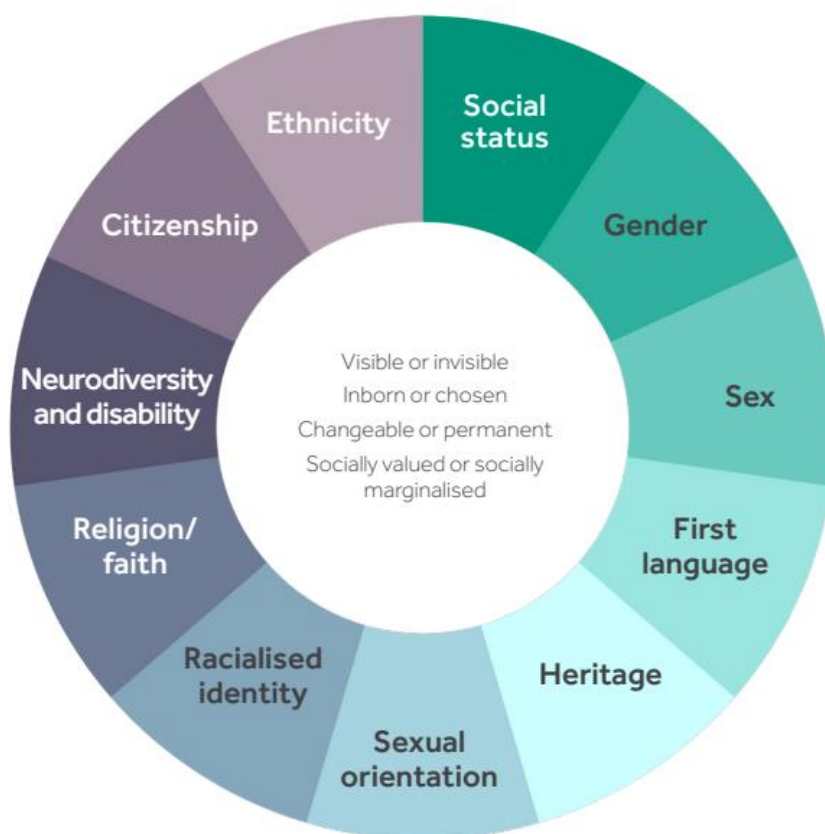
The school values diversity amongst the staff. In all staff appointments, the best candidate will be appointed, based on strict professional criteria. In line with the DDA 1995 we will consider changes to the job/duties where a person with a disability is the best candidate, however may not be able to undertake certain aspects of the job. The federation acknowledges that members of our schools 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.

Staff will ensure that language bias is not tolerated. For example, placing less value on children who do not speak 'standard English'.

The diagram below, taken from A Guide to Neurodiversity in the Early Years (Kerry Murphy – 2023) demonstrates some of the overlapping identities children can have before they enter the school. Staff must avoid viewing different aspects of identity in an isolated way. For example, try not to focus on disability without considering how other parts of that child’s identity shape and influence who they are and what they experience. Children and families may experience multiple forms of discrimination based on more than one of their identity markers.



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.

Staff should recognise, celebrate and support children’s strengths, traits, needs and differences.

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 and diversity policy. Parents can obtain copy of the policy on request.

The following documents support the **implementation** of this policy and ensure we monitor **impact**

Curriculum Policies

Safeguarding and Child Protection Policy

SEND Policy

Behaviour Policy