



Equalities Policy

Tracked Changes

Date	Details of Change
March '23	This Policy replaces the previous Race Equality Policy
January '25	Added recognition of those questioning their gender and those that identify their gender as Non-binary.
Nov '25	Reviewed in light of amendment regulations 2023, came into effect on January 1 st 2024: Added: references to “discrimination by association” Added: reference to definition of disability: to include ability to participate fully and effectively on an equal basis with other workers.

Date adopted by Ilminster Avenue Nursery School Governing Body: 27.3.23,
reviewed annually

Legal Duties

- We welcome our duties under the Single **Equality Act, 2010**, which supersedes all previous equality legislation including: Race Relations Act(1976) and amendment act (2000); the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975. We also welcome our duties in the **Public Sector Equality Duty (PSED)**
- We recognise that the Act places a duty on our governing body to publish information to prove how we comply with the **Public Sector Equality Duty.**
- We welcome our duty under the Education and Inspections Act 2006 to promote Community Cohesion.
- We recognise that the duties reflect international human rights standards as expressed in 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.
- This policy has been written to meet the school's statutory duty under the above Acts.
- Our duties include increasing the extent to which all pupils can participate in the school curriculum. The protected characteristics include: disability, race, gender (including reassignment), socio-economic status, age, sexual orientation and pregnancy/ maternity; improving the school environment so all pupils can participate fully. We also recognise "discrimination by association": a person who does not have protected characteristics but may experience the same disadvantage as a group with a protected characteristic.

Guiding Principles

We are guided by six principles.

Principle 1: All learners are of equal value.

- Our school values the individuality and potential of all our children. Whether or not they are disabled, whatever their ethnicity, culture, religious affiliation, natural origin or national status and whichever their gender, age or socio-economic status.
- We aim to develop our children's sensitivity and openness to the experiences, aspirations and perspectives of all pupils including those who experience disability, race and cultural difference or gender differences.

- We will draw wherever possible on our diverse school community, fostering a climate of respect and understanding.
- We will promote equality of opportunity by raising awareness, reviewing and adjusting policies, monitoring impact of this policy, raising expectations for all our learners equally, further developing relationships with parents /carers and other stakeholders, ensuring all pupils are represented in the wider life of the school.
- At Ilminster Avenue Nursery School, we are committed to ensuring equal treatment of all our pupils, parents /carers, employees and any others involved in the school community.

Principle 2: We recognise and respect diversity

It is our intention to support the whole school community to celebrate the diversity of the society we live in. We find attitudes that create barriers to good relations in our community unacceptable.

Treating people equally does not necessarily involve treating them the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life experience, outlook and background and in the kinds of barrier and disadvantage which people face in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that different needs and experiences of girls and boys, women and men are recognised.
- Fostering good relations, so that different members of communities can be united by shared values and common experiences.
- Age, so that 'summer born' children are recognised.
- Socio-economic status, so that different needs and experiences are recognised.
- Sexual orientation, so that that needs and experience of prejudice is recognised.
- The needs of those questioning their gender is recognised and supported.

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

We intend that our policies, procedures and activities should 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 boys and girls, women and men and an absence of sexual harassment.
- Positive attitudes and relations with no regard to socio-economic status.
- Mutual respect and good relations between all age groups in our school community.
- Building self-esteem and confidence in pupils so that they can use these qualities to influence their own relationships with others.
- Challenging negative stereotyping and discrimination by association.
- Mutual respect and good relations between those questioning their gender, as well as building their self-esteem and confidence.

Principle 4: Staff recruitment, retention and development

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled: and enable colleagues to participate fully and effectively in working life on an equal basis with other workers.
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whichever their gender (including reassignment)
- Whichever their age
- Whatever their socio-economic status
- Sexual orientation
- However they identify their gender

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between

- Disabled and non disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men
- People of different socio-economic status
- All people despite sexual orientation
- Parents, carers, staff and pupils of different ages.
- All people however they identify their gender.

Policies and procedures will remove or minimize all barriers to learning so all pupils can achieve their highest potential and participate fully and effectively on an equal basis with their colleagues and peers.

We take every opportunity to promote greater awareness of those who may experience barriers to achievement.

Principle 6: Society as a whole should benefit

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

- Disabled and non disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women, men and non-binary
- Different socio economic status
- Different ages

We recognise the need to encourage parents/carers to have a positive and active relationship with our school. We invite parents/carers to be active members of the school community through:

- “Stay and play” group: for all families in our community.
- Engage with parent/carer consultations
- Involvement in whole school events such as Curriculum events, seasonal celebrations, parent/carer training events
- Encouraged to become members of the governing body.
- Volunteering

Action Plans

- We recognise that the actions resulting from a policy are what make a difference.
- Each year we draw up an action plan within the framework of the overall school improvement plan, setting out the specific actions and projects we shall undertake to implement the principles in this policy.
- The action plan will be reviewed by the inclusion leader each year before the following action plan is drawn up.
- The targets and actions in the action plan are measurable so that progress can be reported annually.
- The head teacher will report to the FGB on the progress made with the action plans.
- Our current Equalities action plan is set out in Appendix A.

The curriculum

- We define the curriculum as “everything that happens in school”.
- We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the six principles in this policy.
- Opportunities within the curriculum will be used to promote positive attitudes towards the diversity of our school community.
- Valuing differences is part of the formal and informal curriculum.
- Opportunities within the curriculum will be planned that are appropriate to pupil’s age and attainment.
- Curriculum leaders seek to ensure that consideration is given to inclusive learning when ordering resources and materials.
- We will establish equality of opportunity for all pupils by providing a broad, balanced and differentiated curriculum for all pupils.

Ethos and Organisation

1. We ensure that the principles in this policy apply also to the full range of our policies and practices, including those that are concerned with:
 1. learners progress, attainment and assessment
 2. learners personal development, welfare and well being
 3. learners and staff can participate fully in all aspects of school life
 4. teaching styles and strategies
 5. admissions and attendance
 6. staff recruitment, retention and professional development
 7. care, guidance and support
 8. behaviour, discipline and exclusions
 9. working in partnership with parents, carers and guardians
 10. working with the wider community
- All staff will have consistent and high expectations of pupils and their learning.
 - The school will take all possible steps to establish a climate in which all members of the school community have the confidence to report racist incidents and will ensure that all staff receives training in responding to racist incidents and other harassment incidents.
 - Our school promotes the individuality of all our children and celebrates the diversity of its community. We want to offer a safe and secure environment for learning where all parents and children feel valued.
 - We aim to foster mutually sustaining relationships between the school and the diverse communities.
 - We are committed to creating a whole school environment and curriculum that encourages and respects the diversity of all adults and children in our community. We recognise that excellence is achieved through valuing every individual and the facilitation of learning to full potential, including those vulnerable to any form of exclusionary pressures. We believe in developing positive practices to work towards in eliminating all barriers to achievement.

Our aims are;

1. Be happy and enthusiastic; secure in the knowledge that they are safe, cared for, liked and valued individually.
2. Make appropriate progress in the development of skills, knowledge and attitudes pertinent to their all round development as caring, creative individuals and learners.
3. Enjoy learning, challenge themselves and take risks with their learning.
4. Contribute as positive members of the school community.

Assessing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1 and 2.

1. Prejudices around disability and special educational needs
 2. Prejudices around racism and xenophobia, including those that
 3. Are directed towards religious groups and communities, for example anti-Semitism and Islamophobia and those that are directed against Travellers, refugees and people seeking asylum.
 4. Prejudices reflecting sexism and homophobia
- There is guidance in the Anti harassment policy on how prejudice-related incidents should be identified, assessed, recorded and dealt with.
 - We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.
 - These reported incidents are monitored by the inclusion leader to ensure the school is doing everything it can to eliminate such incidents.
 - Staff will provide pupils with the opportunity to explore issues relating to identify prejudice and challenge stereotypes where appropriate.
 - All staff will actively tackle discrimination and prejudice.
 - We will work towards eliminating harassment and bullying through:
 1. Raising awareness among staff and pupils.
 2. Recognising and addressing bullying and harassment of pupils, staff, parent/carers and other stakeholders.
 3. Regularly review school anti-bullying policy and procedures
 4. The use of circle time.
 5. Recording all harassment incidents.
 6. Responding to each individual incident sensitively and efficiently
 7. Monitor incidents and presenting a report to the SLT and governors.

Roles and Responsibilities

- The governing body is responsible for ensuring that the school complies with the Equalities Duties, and that this policy and its related procedures and strategies are implemented.

- Where the school has a contract with someone to provide a service to the school, the governing body will need to ensure the service is provided with regard to the duties of the act.
- The Head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- All staff are expected to:
 1. promote an inclusive and collaborative ethos in their classroom
 2. deal with any prejudice-related incidents that may occur
 3. identify and challenge bias and stereotyping in the curriculum
 4. support multi lingual learners in their class
 5. keep up to date with equalities legislation relevant to their work

Information and Resources

- We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents.
- All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.
- Policies and procedures are shared with parents on the school website.

Religious Observance

- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and Training

- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.
- To provide clarity of expectation for all staff and support them in actively identifying and removing barriers to achievement.
- Staff will receive training to ensure that teacher's expectations, teaching styles and strategies provide equal opportunities for all pupils to achieve according to their highest potential.

Monitoring and evaluation

- We collect study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. See Action Plan.
- In particular we collect and analyse and use data in relation to provision and achievement, broken down as appropriate according to the Protected Characteristics of our pupils.
- Patterns and trends over time will be used to inform provision. This will ensure we continue to develop, refine and evaluate strategies to ensure our practices and policies meet the needs of our community.
- The policy will be reviewed annually in response to data collection.

Appendix A: Equalities Action Plan

Iminster Avenue Nursery School Equalities Action Plan

2023-2026

Key:

General Inclusion
BME/EAL
SEND
Gender
CP/CIN

Area to be addressed	Possible actions to achieve it	Review and Updated actions	Staff deployed
<p>Develop Teacher's use of their class Performance Information to identify Target Children and diminish differences.</p>	<p>Two Pupil Progress meetings each year with Teachers, to discuss individual children.</p> <p>Teacher's to prepare for the meeting using their Performance Information to group children and have considered possible interventions.</p>		<p>MK, Class Teachers</p>
<p>Develop Curriculum Leaders to analyse Target Groups within their subject and consider how to support the progress of these groups, with particular reference to the Gender Gap.</p>	<p>Curriculum Leaders to look at Data Summary and consider Target Children within their subject.</p> <p>Curriculum Leaders to identify which strands, within their curriculum, Target Children are not achieving: Consider trends.</p> <p>Curriculum Leader's work together to plan how to move forwards in response to their findings.</p>		<p>PSED leaders, Literacy leader, CAL leader.</p> <p>Curric Link Govs.</p>
<p>To actively consider inclusion as the new Curriculum is developed.</p>	<p>ELT to plan and review each termly "curricular goal" considering the needs of individual children e.g. SEND, EAL, BME, Gender</p> <p>ELT to plan and review each curricular target considering how to ensure it is accessible and meaningful to all children.</p>		<p>MK SK NP MM SC</p>
<p>To use the data</p>	<p>Use all information to identify key</p>		<p>MK</p>

assessment to identify trends and patterns for BAME and EAL children	areas that will need to inform the SDP going forwards.		
As part of the "Focus Children" weeks, track access and progress for BAME and EAL children.	Begin tracking those who have Met and those who have Not yet Met. Introduce this group to Pupil progress meetings for specific tracking.		MK
Ongoing review and reflection of the new curriculum in terms of BAME and EAL access, appropriate contexts and engagement e.g. children's individual experiences outside of Nursery School.	Using the performance information for this group, identify trends. Use this information to plan how to reduce barriers and increase progress. Included the above information into the next SDP.		MK
Further develop consistency and confidence for all staff with supporting SEND children within the classes; to support children with "Enhanced Ratio" funding.	Introduce "Enhanced Ratio" support teams. Monitor and review closely with Class teachers Provide ideas and support during INSET days Review at end of year: plan next steps		MK
Develop planning to ensure - children with SEND are able to access the curriculum and can make progress.	As above. Monitor new curriculum with this group in mind; consider relevance and access.		MK CS
Develop the use of the "Focus child" week to support assessment, alongside the DEYO and individual targets.	Review assessment for SEND children across the school. Review "workload" for staff: finding a slim line system that supports both children and staff. Put document together to record assessment approach for children with SEND.		MK
Look at enabling Inclusion across the school, with particular consideration to Snowflakes class	Head and SENCO to plan for inclusion visits, building from this point depending on the needs of individual children.		MK SC
Develop use of their class Performance	Identify gender gaps. Begin tracking those who have		MK SK

Information to track children and diminish differences.	Met and those who have Not yet Met, with specific reference to Gender balance. Discuss at Pupil Progress meetings for specific tracking.		NP
Write an Action Plan focussed on strategies to enable boys to accelerate their progress and diminish the gender gap.	Using the performance information for this group, identify trends. Use this information to plan how to reduce barriers and increase progress. Included the above information into the next SDP.		MK
Develop use of their class Performance Information to track children and diminish differences.	Identify the children who currently have CP/CIN interventions. Begin tracking those who have Met and those who have Not yet Met. Introduce this group to Pupil progress meetings for specific tracking. Head and Family Link worker to meet termly to review identified children, including their progress.		MK & LH Class teachers
Develop planning to ensure - identified children are able to access the curriculum and can make progress.	As above. Monitor new curriculum with this group in mind; consider relevance and access.		MK Class teachers /curriculum leaders
Write an Action Plan focussed on strategies to enable target children to accelerate their progress and diminish identified gaps.	Using the performance information for this group, identify trends. Use this information to plan how to reduce barriers and increase progress. Included the above information into the next SDP.		MK LH