

Telephone: (01274) 574539
Email: office@canterbury.ngfl.ac.uk
Website: www.canterburycc.co.uk



**Canterbury Nursery School
and Centre for Children and Families**

Basil Street,
Bradford, BD5 9HL

**Executive Head Teacher: Duncan Jacques
Head of School: Jackie Bracewell**

Policy

Equal Opportunities

Statutory or Non Statutory	Statutory
Frequency of Review	Every 3 years
Last Review	January 2019
Next Review	January 2022
Website	Yes

EQUAL OPPORTUNITIES

Introduction

Canterbury Nursery School is made up of a broad range of individuals and groups with a wide variety of backgrounds, experiences, lifestyles, preferences, languages and cultures. The school is proud of this diversity which enriches all the lives of those in the school and the educational processes and informs our 'Inclusive Approach'.

It is part of the school's role to promote the benefits of such pluralism and to challenge all prejudicial and discriminatory practices. The school is therefore committed to a policy of inclusion, eliminating any practices which contribute to inequality on the grounds of race, gender, religion, sexual orientation, ability and disability.

It is the duty of all members of The School's community, teaching and support staff, parents and carers, students and governors, to uphold this policy and see that it is put into practice.

1 Aims

- 1.1 The School aims to provide an appropriate learning experience for all students, whatever their race, gender, religion, sexual orientation, ability and disability. The School has high expectations of all students.
- 1.2 The School aims to provide students with the opportunity to learn in an environment free of prejudice. It is the responsibility of all staff to educate against any form of prejudice or negative stereotyping and to ensure that their conduct with students and colleagues reflects this responsibility at all times.

2 Teaching

- 2.1 Teachers are responsible for ensuring that:
 - i teaching styles, methods, language, questioning and classroom management includes and engages all students;
 - ii suitable resources are chosen which motivate and are sensitive to different groups, cultures, abilities and backgrounds;
 - iii stereotypes and what are thought to be stereotypical activities are effectively challenged;
 - iv teaching strategies are reviewed in relation to variations in learning and attainment and in the light of known good practice; and
 - v they are aware of possible cultural assumptions and bias within their own attitudes.

3 Leadership and Management

3.1 The senior managers are responsible for ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged students. Measures would include:

- i identifying and investigating any patterns with regard to exclusions and poor attendance in respect of particular groups;
- ii monitoring differences in student attitudes to work and towards each other, with a view to identifying any significant patterns;
- iii addressing issues such as sexual or racial harassment, bullying and hostile behaviour and ensuring that there are effective procedures for reporting and responding to such incidents;
- iv ensuring that the performance of different groups of students is monitored and evaluated so that the particular needs of different students are met; and
- v the impact of additional support on standards achieved is evaluated.

3.2 It is essential that there is an appropriate response to identified patterns of attainment, progress, behaviour, attitudes and attendance. It is the responsibility of managers to ensure that:

- i strategies should be implemented to raise performance, aspirations and self-esteem;
- ii staff development is provided to raise awareness of differences in need and to promote strategies to raise achievement in all students; and
- iii an environment is created which affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations.

4 Equality of opportunities

4.1 In this policy, the term “parents” means all those having parental responsibility for a child.

Disability

4.2 Where students have physical and/or learning disabilities, The School will ensure that:

- i whatever arrangements are reasonable and practical, within financial constraints, are made to ensure that disabled students can gain access to the curriculum; and
- ii The School works effectively with local services and agencies, providing coherent support.

4.3 The School also has an Inclusion Policy which provides more detail.

Gender

4.4 The School will ensure that:

- i guidance is given on subject choices and careers encouraging students to consider non-stereotypical opportunities;
- iii account is taken of positive role models when inviting speakers and representatives into The School and in the promotion of specific initiatives.

Minority Ethnic Groups, including Refugees

4.5 The School will ensure that:

- i home - School links are made to involve parents directly in the work of the School;
- ii linguistic diversity is positively recognized;
- iii interpretation and translation services are made available as quickly as possible;
- iv links are established with the local community;
- v staff work effectively with other local services;
- vi learning support for ethnic minority students is efficient and effective;
- vii provision is made for the spiritual, moral, and social and cultural education, supported by appropriate resources and information; and
- viii students' names should be accurately recorded and correctly pronounced. Students should be encouraged to accept and respect names from cultures other than their own.

Travellers

4.6 The School will ensure that:

- i travelling children are successfully integrated into the School;
- ii where necessary, distance learning packs are provided to support continuous learning;
- iii travelling children with special educational needs receive appropriate support; and
- iv travellers' cultures are affirmed to share and broaden experiences for all students.

5 Response to discrimination

5.1 All forms of discrimination by any person within the School will be treated seriously. A careful note of such incidents should be made, whether they take place in the School grounds, corridors or teaching areas. It should always be made clear to offending individuals that such behaviour is unacceptable.

5.2 Racist symbols, or other biased and/or offensive insignia are forbidden in the School. The display of such materials is regarded as discriminatory behaviour.

5.3 Continued discriminatory behaviour will lead to the involvement of parents.

6 Monitoring, Evaluation and Review

6.1 The Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the School

Appendix 1

The School and Equality Issues in more detail

Age Equality: challenges for the School

- Encouraging and promoting positive attitudes towards older people amongst students
- Teaching about ageism as a serious form of prejudice and discrimination in modern societies
- Involving older people in the public life of the School
- Challenging hostile prejudices towards children and young people in the media and the general population
- Giving a voice to children and young people of all ages

Class Inequality: challenges for the school

Planning and implementing programmes which will close the gaps in achievement between students of different social backgrounds and increase the participation of people from lower socio-economic backgrounds in higher and further education.

Fostering and developing the qualities, skills and insights of allies – people who are not themselves affected by poverty or unequal status but who through their actions and advocacy give moral, political and practical support to people who are.

Involving students of all backgrounds in the public life of the School.

Creating and regularly reviewing plans for creating greater equality of outcome amongst students of different social backgrounds and reporting on progress to governing bodies.

Disability Equality: challenges for the School

- **Equality of outcome**

Planning and implementing programmes which will close the gaps in achievement between disabled and non-disabled children and young people, and increase the participation of disabled young people in higher and further education.

- **Information base**

Maintaining data on disabilities and impairments which staff and students have disclosed and special educational needs which have been identified.

- **Visibility in the curriculum**

Including disability equality issues and positive images of disabled people in curriculum materials, modules and topics, wherever possible and appropriate.

- **Understanding**

Ensuring all members of the School community understand the difference between “the medical model of disability” and “the social model”.

- **Preventing and addressing bullying**

Using a range of measures to reduce and remove harassment and bullying of disabled students, and promoting positive attitudes towards disabled people.

- **Involvement**

Ensuring that disabled people are involved in the design and implementation of measures and projects intended to be of benefit to them – ‘nothing about us without us’ - and listening to their views and voices.

- **Allies**

Fostering and developing the qualities, skills, insights of allies – people who are not themselves disabled but who through their actions and advocacy give moral, political and practical support to disabled people.

- **The public life of the School**

Involving disabled students in the public life of the School

- **Monitoring and review**

Collecting and using a range of quantitative and qualitative evidence to show the extent and nature of progress towards greater disability equality.

- **Action plans**

Creating and regularly reviewing plans for creating greater disability equality, and reporting on progress to governors

Ethnicity Equality: challenges for the School

- **Equality of outcome**

Planning and implementing programmes which will close the gaps in achievement between students of different ethnic, cultural and religious backgrounds and increase the participation of people from minority backgrounds in higher and further education.

- **Information base**

Maintaining data about the ethnic, religious and cultural backgrounds of staff and students.

- **Visibility in the curriculum**

Including ethnicity equality issues and positive images of people from minority backgrounds in curriculum materials, modules and topics, wherever possible and appropriate.

- **Preventing and addressing bullying**

Using a range of measures to reduce and remove racist harassment and bullying, and promoting positive attitudes and relationships between students of different backgrounds....

- **Involvement**

Ensuring that people of minority backgrounds are involved in the design and implementation of measures and projects intended to be of benefit to them – ‘nothing about us without us’ – and listening to their views and voices.

- **Allies**

Fostering and developing the qualities, skills, insights of allies – people who are not themselves targeted by racism but who through their actions and advocacy give moral, political and practical support to people who are.

- **The public life of the School**

Involving students of all backgrounds in the public life of the School.

- **Monitoring and review**

Collecting and using a range of quantitative and qualitative evidence to show the extent and nature of progress towards greater ethnicity equality.

- **Action plans**

Creating and regularly reviewing plans for creating greater ethnicity equality and reporting on progress to governors

Faith Equality: challenges for the School

- **Reasonable adjustments**

Making alterations in routines and requirements, as and when reasonable, to accommodate the wishes, preferences and commitments of staff and students, and of parents and other carers.

- **Visibility in the curriculum**

Including faith equality issues and positive images of people with a range of beliefs and worldviews in curriculum materials, modules and topics, wherever possible and appropriate.

- **Handling disagreements**

Enabling staff and students to respect religious and non-religious views different from their own, but also to critique and challenge them when appropriate.

- **Preventing and addressing bullying**

Using a range of measures to reduce and remove racist and religious harassment and bullying, and promoting positive attitudes and relationships between students of different religious and non-religious backgrounds.

- **Allies**

Fostering and developing the qualities, skills, insights of allies – people who are not themselves targeted by religious bigotry but who through their actions and advocacy give moral, political and practical support to people who are.

- **Action plans**

Creating and regularly reviewing plans for creating greater faith equality, and reporting on progress to governors

Gender Equality: challenges for the School

Gender Equality Scheme

1. School Ethos, Vision & Values

The School is committed to ensuring equal treatment of all its employees, students and any others involved in the School community, regardless of gender. We will ensure that no gender is treated less favourably in any procedures, practices or aspects of service delivery.

This School will not tolerate harassment of people based on their gender or transgender status.

We are committed to ensuring equality of education and opportunity for staff, students and all those receiving services from the School, irrespective of gender. The achievement of all students and students will be monitored on the basis of gender and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our students with a firm foundation which will enable them to fulfil their potential, regardless of gender or stereotypes. We will seek to eliminate unlawful discrimination against students and staff by adhering to our duties as an employer under the legislation. At the School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.1 What do we understand by 'gender'?

Sex and gender are terms often used interchangeably. Sex more properly refers to biological differences of male and female; gender refers to society's construction of a system which identifies what is masculine and feminine. Individuals incorporate this system to develop their gender identities.

2.1 The Duties

The Equality Act 2006 created the Gender Equality Duty for all public sector bodies including Academies. The Gender Equality Duty has two parts to it, the 'general' duty and the 'specific' duty.

2.2 The General Duty

We will actively seek to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between men and women

2.3 The Specific Duty

We will:

- Consult teaching and non-teaching staff, students, parents and local community groups to help determine our gender equality objectives
- Gather and use information on how our School policies and practices affect gender equality – both in our workforce and in our education functions (considering the need to include objectives to address the cause of any gender pay gap)
- Produce a Gender Equality Scheme identifying our gender equality goals and actions to meet them, in consultation with our stakeholders
- Set a timetable for and implement as soon as reasonably possible (usually within three years) the actions we have identified
- Assess the impact of our current and proposed policies and practices on gender equality and publish the impact assessments on the School website/School newsletter (*as appropriate*)
- Monitor and review our progress, reporting on our progress annually

- Review and revise this Scheme every three years

- **Equality of outcome**

Planning and implementing programmes which will close the gaps in achievement between girls and boys in science (including computer science), engineering, construction, and technology, and in literacy-based subjects.

- **Visibility in the curriculum**

Ensuring the inclusion of gender equality issues and positive images of both genders in curriculum materials, modules and topics, wherever possible and appropriate.

- **Preventing and addressing bullying**

Using a range of measures to reduce and remove sexual harassment and bullying, and challenge trivialisation of violence against women.

- **Allies**

Fostering and developing the qualities, skills and insights of allies – people who are not themselves targeted or affected by sexual harassment and gender stereotyping but who through their actions and advocacy give moral, political and practical support to people who are.

- **The public life of the School**

Involving both girls and boys in the public life of the School.

- **Monitoring and review**

Collecting and using a range of quantitative and qualitative evidence to show the extent and nature of progress towards greater gender equality.

- **Action plans**

Creating and regularly reviewing plans for creating greater gender equality, and reporting on progress to governors

Sexuality Equality: challenges for the School

- **Visibility in the curriculum**

Including sexuality equality issues and positive images of gay lesbian people in curriculum materials, modules and topics, wherever possible and appropriate.

- **Preventing and addressing bullying and harassment**

Using a range of measures to reduce and remove harassment and bullying of gay and lesbian students, and promoting positive attitudes towards sexual diversity.

- **Allies**

Foster and developing the qualities, skills and insights of allies - people who are not themselves targeted or affected by homophobia but who through their actions and advocacy give moral, political and practical support to those who are.

▪ **Monitoring and review**

Collecting and using a range of quantitative and qualitative evidence to show the extent and nature of progress towards sexuality equality.

The World: challenges for the School

- Preparing children and young people for change, complexity and uncertainty, but enabling them to feel at the same time that they need not to be passive and are not powerless.
- Teaching about the relationships between global and local issues.
- Teaching about issues which require international cooperation, for example world poverty, sustainable development, climate change and human rights.
- Helping children and young people to see themselves not only as citizens of their own country but also as world citizens.
- Making links with schools in other countries.

Community Cohesion: challenges for the School

- helping students come to understand others, value diversity, develop shared values, appreciate human rights and apply and defend them, and develop skills in participation and responsible action. Removing barriers to access and participation in learning and working to eliminate different outcomes for various groups in relation to, for example, class, disability, ethnicity and gender
- providing reasonable means for students, their friends and families to interact with people from backgrounds different from their own, and build positive relations
- enabling all students to feel that they belong to their School, and collecting quantitative and qualitative evidence to check the extent to which this aim is achieved
- enabling students from a range of backgrounds to take part in the public life of the School
- enabling students to develop skills in handling disagreements and conflicts
- showing respect for the identities and mixed loyalties of all parents and other carers, and all students and staff
- engaging with the School's local neighbourhood
- ensuring School leadership teams have a shared understanding of the duty to promote community cohesion, a soundly based knowledge of the School's local community and through incisive analysis, a strategy for contributing effectively to cohesion

Appendix 2

EQUALITIES

A model school policy

Legal duties

1. We welcome our duties under the Disability Discrimination Acts 1995 and 2005; the Race Relations Acts 1976 as amended by the Race Relations Amendment Act 2000; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they 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.
4. Summaries of our legal obligations are provided in Appendix A.

Guiding principles

5. In fulfilling the legal obligations referred to above, and summarised in Appendix A, we are guided by seven principles:

Principle 1: All students are of equal value

We see all students and potential students, and their parents and carers, as of equal value:

- o whether or not they are disabled
- o whatever their ethnicity, culture, religious affiliation, national origin or national status
- o whichever their gender

Principle 2: We recognise and respect difference

Treating people equally does not necessarily involve treating them all 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 may 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 the different needs and experiences of girls and boys, and women and men are recognised

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 nondisabled 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
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment

Principle 4: Staff recruitment, retention and development

We ensure that 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
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever 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 of our policies, 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.

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and

religious backgrounds, both women and men, and girls and boys.

Principle 7: 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 people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds both women and men, girls and boys.

Action plans

6. We recognise that the actions resulting from a policy statement such as this are what make a difference.
7. 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 paragraph 5 above.

The curriculum

8. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles in paragraph 5 above.

Ethos and organisation

9. We ensure that the principles listed in paragraph 5 above apply to the full range of our policies and practices, including those that are concerned with:
 - learners' progress, attainment and achievement
 - learners' personal development, welfare and wellbeing
 - teaching styles and strategies
 - admissions and attendance
 - staff recruitment, retention and professional development
 - care, guidance and support
 - behaviour, discipline and exclusions
 - working in partnership with parents, carers and guardians
 - working with the wider community.

Addressing prejudice and prejudice-related bullying

10. 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:
 - prejudices around disability and special educational needs

- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
 - prejudices reflecting sexism and homophobia.
11. Staff receive training in how prejudice related incidents should be identified, assessed, recorded and dealt with.
 12. 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.

Roles and responsibilities

13. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plan are implemented.
14. A member of the governing body has a watching brief regarding the implementation of this policy.
15. The principal 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.
16. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.
17. All staff are expected to:
 - promote an inclusive and collaborative ethos in their classroom
 - deal with any prejudice-related incidents that may occur
 - plan and deliver curricula and lessons that reflect the principles in paragraph 5 above
 - support students in their class for whom English is an additional language
 - keep up-to-date with equalities legislation relevant to their work.

Information and resources

18. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all students and their parents and carers.
19. 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.

Religious observance

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

Staff development and training

21. 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.

Breaches of the policy

22. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitoring and evaluation

23. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
24. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Date approved by the Governing Body:

Appendix 3

Equalities Act 2010

Key Points

- The Equality Act 2010 replaced the existing anti-discrimination laws with a single Act. It simplifies the law, removing inconsistencies and making it easier for people to understand and comply with it. It provides a framework for simpler, smarter and more streamlined processes.
- The main provisions of the Act came into force on 1 October 2010. As from 1 April 2011, there is no longer a statutory requirement to have a separate disability equality scheme or a separate plan for disability. Ministers will need to give consideration on whether to issue guidance in the light of the drive to reduce bureaucratic burdens.
- There is a statutory requirement for schools to provide auxiliary aids and services for disabled students, for example special equipment and large-print books, where reasonable
- Schools are required to plan how they can make sure their work supports equality, and reduce socio-economic inequality

- Schools will need to treat people of different races, disabled people, and girls and boys fairly and equally. New areas for schools were sexual orientation and transgender.
- There is still a requirement to consult representatives of disabled groups in the community about the steps the school is taking
- Schools need to demonstrate outcomes for disabled groups.

