

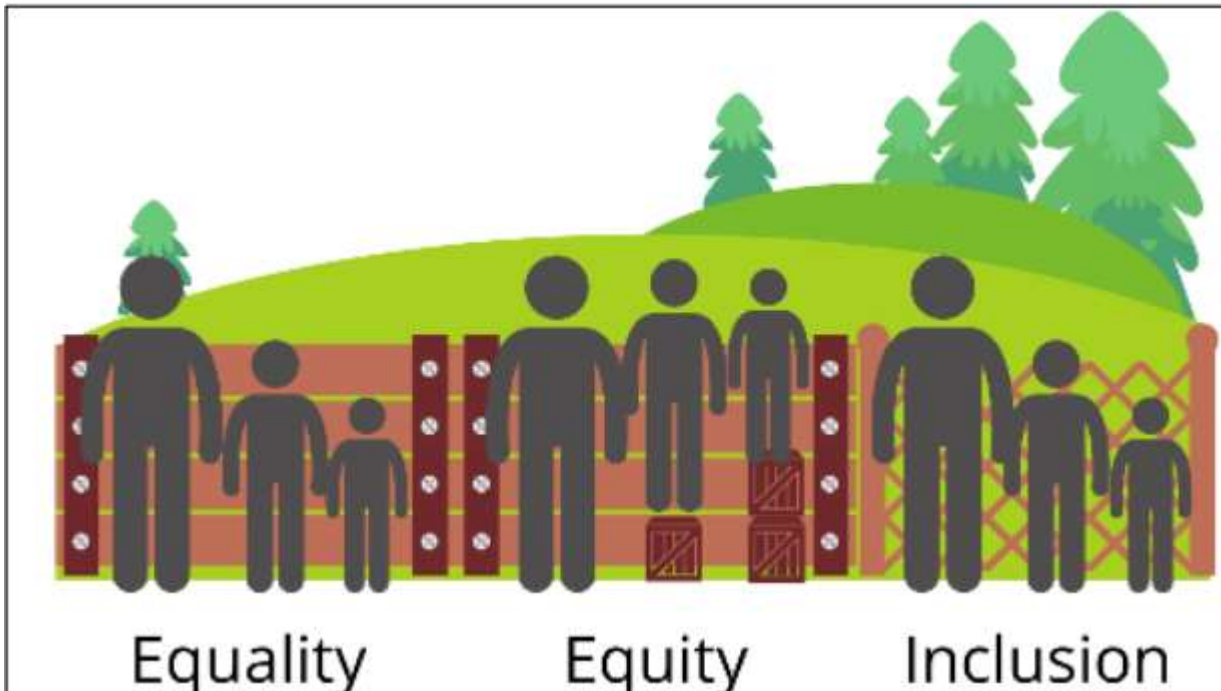


Equalities Policy

Contents

Definitions	3
Statement of Intent.....	4
Guiding Principles.....	4
Aims.....	4
Legal Framework.....	5
Public Sector Equality Duty (PSED)	5
Roles and Responsibilities.....	6
Equalities in Practice	7
Admissions	7
Employment.....	7
Staff	8
Curriculum, Assessment and Learning.....	8
Working with Parents and Carers	9
Discriminatory Remarks or Behaviour – Tackling Discrimination.....	9
Equalities Objectives 2025 – 2027	10
Objective 1:	10
Objective 2	12
Objective 3	13
.....	16

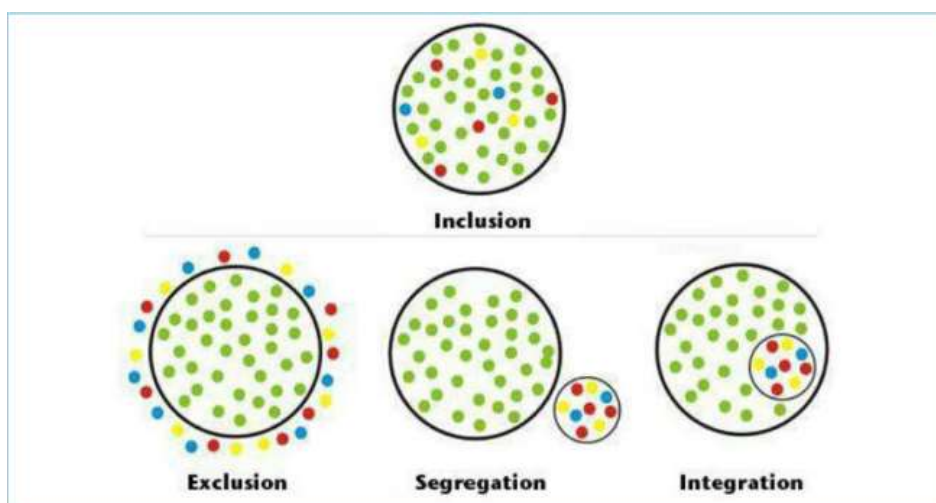
Definitions



Equality: This means offering the same rights and opportunities to all people and protecting people from being discriminated against. The state of being equal, especially in status, rights, or opportunities.

Equity: This means offering those rights and opportunities fairly, which means catering to people's differences, so they are given fair access to the opportunities. The term 'equity' refers to fairness and justice and is distinguished from equality: equity means recognising that we do not all start from the same place and must acknowledge, and make adjustments to imbalances. The process is ongoing, requiring us to identify and overcome intentional and unintentional barriers arising from bias or systemic structures.

Diversity: This is understanding that each person is unique. It means embracing the range of human differences, including people's beliefs, abilities, preferences, backgrounds, values and identities. Diversity refers to recognising and respecting and valuing differences in people.



Taken from: <http://www.friendshipcircle.org/blog/2014/01/02/inclusion-what-it-is-and-what-it-isnt/>

Inclusion: Inclusion means that all people, without exception, have the right to be included, respected and appreciated as valuable members of the community. Inclusion in education refers to all children being able to access and gain equal opportunities to education and learning. There is commitment and support from leaders so that we can all individually and collectively do our best.

Statement of Intent

Redcliffe Nursery school is an inclusive setting where we focus on the well-being, interests and development of every child and family and where all members of the community are of equal worth. We are committed to ensuring equality of education and opportunity for every child, staff member, parent and carer who are involved in the life of the school, irrespective of race, gender, disability, faith, religion, belief, sexual orientation, age or social-economic background. We aim to develop and promote a culture of inclusion and diversity in which all who are connected to the Nursery feel welcomed and proud of their identity and able to fully participate in the life of the school.

This policy should be read alongside a number of Redcliffe Nursery Schools policies:

- Teaching and Learning Policy
- SEND policy
- Behaviour policy
- Safeguarding and child protection policy
- Admissions policy

Guiding Principles

- We acknowledge that no two children are the same, therefore we aim to identify how best to support each individual child and their families during their time spent with us.
- We believe that each child has the right to reach their fullest potential and aim to ensure that no child experiences discrimination.
- We believe that children and adults should be treated fairly regardless of race, gender, religion or ability. All children have a right to be listened to and valued in the setting.
- We act in accordance with all relevant equality legislation and guidance relating to race, gender, disability and employment to ensure that discrimination is eliminated and that equality of opportunity is promoted in line with promoting fundamental British Values.

We are committed to challenging attitudes that promote discrimination, ensuring respect for all and preparing all children for life in a diverse society. At Redcliffe Nursery School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Whilst equality is the dominant term used, we strive to work to the principals of equity and social justice. This can include recognising that systemic forms of discrimination may require reasonable adjustments to be made to ensure equal opportunity.

Aims

We aim to:

- Ensure that all children and adults are encouraged and able to achieve their full potential.

- Respect and value differences between people.
- Prepare children for life in a diverse society.
- Acknowledge the existence of prejudice and take steps to prevent it.
- Make our environment a place where everyone feels welcomed and valued.
- Improve our knowledge and understanding of beliefs, cultures and disabilities.
- Access staff training when the opportunities arise.

Legal Framework

The Equalities Act 2010 outlines legislation that provides protection against discrimination for people who share the following protected characteristics:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion and belief
8. Sex
9. Sexual Orientation

Public Sector Equality Duty (PSED)

The Equality Act 2010 state that public authorities must comply with the public sector equality duty (PSED). This is in addition to their duty not to discriminate.

The PSED aims to make sure public authorities think about discrimination and the needs of people who are disadvantaged or suffer inequality, when they make decisions about how they provide their services and implement policies.

As a public authority we must aim:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Adhering to the Equality Duty is a **legal requirement**. To ensure transparency, and to assist in the performance of this duty, the Equality Act 2010 (Specific Duties) Regulations 2011 require settings to:

- publish information to demonstrate how they are complying with the equality duty (to reviewed on an annual basis);
- prepare and publish one or more specific and measurable equality objectives (to be reviewed at least every four years).

This legislation is further supported by:

- Ethnicity Relations (Amendment) Act 2000.
- The Disability Discrimination Act (DDA) 2005.
- The Gender Equality Duty 2006.
- The Equality Act (Sexual Orientation) Regulations 2007
- Our local charters in Bristol.

In Bristol we strive to use the Bristol Children's Charter and the Equality Charter to help set minimum expectations for the children and families we work with. Bristol is a vibrant city with a growing diverse population. We share an ambition to create a fairer, safer, accessible and inclusive city where everyone feels they belong, has a voice and an equal opportunity to succeed and thrive. We have signed the Bristol Children's Charter and Equality Charter, meaning, we aim to work towards equality in Bristol. We commit to the principles of the charter.

Roles and Responsibilities

The Role of Governors

- Ensure that the equality information and objectives as set out in this policy are published on the website and are shared with staff.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.
- Scrutinise other policies in line with this equalities policy when they come for review.

The Role of the Senior Leadership Team

- ensuring steps are taken to address the Nursery's Belonging (Equality) Plan.
- making sure that policies are readily available and that the nursery community are aware of these.
- producing regular information for staff and governors about the policy and plan.
- ensuring all staff are clear about responsibilities and that they receive training and support.
- taking action in cases of harassment and discrimination.
- enabling reasonable adjustments to be made to support pupils, staff, parents/carers and visitors with disabilities to the nursery.

The Senior Leadership team will also promote equal opportunity principles when developing the curriculum, and promote respect and equal opportunities in all aspects of school life.

The Role of All Staff

All staff at Redcliffe Nursery School have a responsibility to promote equality and community cohesion in their work by:

- avoiding unlawful discrimination against anyone
- fostering good relations
- dealing with prejudice-related incidents
- recognising and tackling bias and stereotyping
- taking up training and learning opportunities.

All staff will ensure that children, parents/carers, colleagues and visitors are treated fairly, equally and with respect, and will be aware of the nursery schools' Equalities Policy. Staff will strive to provide teaching and learning opportunities and resources that use positive images and challenge stereotypes. Staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the leadership team.

Equalities in Practice

Admissions

Our setting is open to all members of the community:

- We welcome all families equally.
- We advertise our service in the community and support families for whom English is an additional language to apply.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- Where possible we provide information in languages of our community.
- We do not discriminate against any children, parents or carers on any grounds.
- We ensure that all parents and carers are made aware of our equalities policy.
- We work with other agencies such as health visitors, social workers and family support workers to ensure that places are given to the children who need them the most.

Employment

We are committed to the implementation, monitoring and active promotion of equal opportunities principles in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and in compliance with the law. However, wherever possible, we aim for the staffing of the school reflects the diversity of our community.

As an employer we will eliminate discrimination and harassment in our employment practice, and actively promote equality across all groups within our workforce. Equality aspects are considered when appointing staff and evaluating staff structures, to ensure decisions are free from discrimination.

Staff

- We seek out training opportunities for staff and volunteers to enable them to develop practices which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our equalities policy.
- We ensure that all staff have an understanding and knowledge of equality and diversity, and the characteristics of protected groups.

Curriculum, Assessment and Learning

All children have a need to develop, which is helped by exploring and discovering the people and things around them. Children are encouraged to recognise their own unique qualities and the characteristics they share with other children.

- We plan opportunities that build on and extend all children's knowledge, experiences, interests and skills and develop their self-esteem and confidence in their ability to learn.
- We consider what might be appropriate to offer them according to their ages, stages of development and levels of understanding.
- We provide learning opportunities and experiences which celebrate diversity.
- We join in the celebration of community festivals and events, including exploring diversity of foods, raising awareness and respect of cultural differences at mealtimes and eating.
- All children are encouraged and supported to explore resources and activities which are traditionally gendered, staff will support children to challenge gender stereotypes.
- We involve local people at nursery to demonstrate positive role models.
- Our staff at the nursery aim to continually be aware of the language we use; we use non-gender specific language in identifying job roles e.g. fire fighter, police officer.
- We consider all aspects of our provision from an equalities perspective, including the learning environment, wider environment including reception, resources, books, pictures and language, music, rhymes and songs and role play.

We use formative and summative assessment to monitor issues of disadvantage and underachievement of different groups with protected characteristics. We will act based on this information, informing our planning at a cohort, key group and individual basis.

The development and achievement of children will be monitored by race, care status, eligibility criteria, gender and disability and we will use this data to support children, raise standards and ensure inclusive provision and teaching.

The School Development Plan, Appendix 1, sets out the areas of curriculum development. Within each area there is an action plan. Each action plan will have a focus on advancing our equalities objectives and duties and is where the most up to date implementation areas can be viewed.

Working with Parents and Carers

- We believe that a positive relationship between parents and carers and the nursery is very important in supporting children's well-being and learning.
- We make time to listen to the expectations of parents and carers and to explain our procedures clearly and carefully, particularly when settling a child into the nursery.
- When possible, we provide resources in languages other than English for parents and carers for whom this is not their first language
- We are fully aware that parents are their children's first educators and an important resource for nursery, especially in terms of information about their child. We need to work with them alongside their children, sharing the benefits of joint education.
- We value the contribution that parents can make to the setting, we aim to make all parents feel comfortable enough to share in the daily life of the group.

Discriminatory Remarks or Behaviour – Tackling Discrimination

As a staff team we aim to recognise and examine our own beliefs and prejudices, being conscious of the effect they have on our practice and seek to overcome them. Harassment on account of ethnicity, gender, disability or sexual orientation is not tolerated within the school. We take all incidents of discrimination very seriously.

Harassment on grounds of ethnicity, gender, disability, sexual orientation or other factors such as socio-economic status can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti. A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

We aim to challenge overt prejudice and discrimination when it occurs in a way that is sensitive and constructive. We endeavour to help the person who has offended to see what was wrong with what they did or said and to support them in making any changes. We intend to point out untrue statements in a sensitive way and give correct information.

We regularly review practice and resources to ensure we are continuing to meet the individual needs of the children attending. Addressing equalities issues is an on-going process not a one-off activity.

Equalities Objectives 2025 – 2027

To ensure our continued compliance with the Equality Public Duty Act, we have the following Equality Objectives for 2025 – 2027. These objectives align closely with our school development plan.

Objective 1:

Teaching, Learning and Development:

- We will use summative and formative assessment to ensure that all children thrive to their maximum potential, including those eligible for Early Years Pupil Premium funding, 2-year-olds from non-working families and children with English as an additional language.
- We will use the value of equity to ensure that we go above and beyond to support children and families who need more in order to receive equality of opportunity.

Objective rationale: Loss of integrated Children's Centre services exacerbated by post pandemic inequalities evident in communities has impacted on children's early experiences, learning and development, health and life chances; ongoing historical attainment gap for minoritised and disadvantaged groups of children; new and changing staff team necessitates re-establishing policy and procedures, practice and pedagogy to ensure equality, diversity, equity and inclusion embedded in setting.

We recognise and acknowledge that children and families continue to experience discrimination and inequalities that impact their experiences, health and life chances. We recognise that children and families have a right to provision that supports everyone to reach their full potential and have an equal chance to live their life as they choose. We will continue to develop practice and provision that has a sharpened focus on narrowing the attainment gap for minoritised and disadvantaged children.

Objective 1 is underpinned by our School Development Plan Priority area 3. Through this lens we will use summative and formative assessment to plan teaching and learning opportunities to support learning and development and reduce attainment gaps for children, including those eligible for Early Years Pupil Premium funding, 2-year-old from non-working family and children with English as an additional language.

Priority area 3: Teaching, Learning and Development **Teaching and Learning occurs in Democratic Learning Spaces. Skills for Life and Respect for our Planet.**

Children will make progress in their learning and development in ways which are meaningful to them, helping them to be prepared for their next steps in education and life.

- We build relationships and have a deep knowledge of our children and families.
- We have clear intentions on what we are aiming to achieve for each child.
- We reflect on the impact of our teaching and learning and respond in partnership with parents and carers.
- We hold space for the unexpected and possibility, valuing children's opportunities to direct their play and learning.
- We provide an accurate, strengths-led picture of children's learning and development and work in partnership to support children's transitions.

In order for children to learn, develop and achieve their potential, they need to feel that they belong. Objective 1 is also underpinned by the School Development Priority area 1:

Priority area 1: Belonging

Value: Our community is Unique

All children, families and staff feel that they belong at Redcliffe Nursery School and are supported to thrive.

- Children feel comfortable and see themselves and their lived experience represented in the Nursery environment.
- Parents and carers feel welcome in the Nursery and their voices and contributions are valued.
- Staff are confident to challenge stereotypes and prejudicial behaviour in all its forms. Staff feel able to challenge upwards and there are clear pathways to report concerns.
- Staff embrace different cultures and are supported to learn from each other and the wider nursery community.

Objective 2

Inclusive and Neuroaffirmative Practice:

- Ensure children with neurodiverse developmental pathways experience an enabling and empowering environment that supports their individual and diverse motivations, interests, needs and development.

Objective rationale: rising numbers of children with neurodivergent developmental pathways; increased pressure on services for diagnosis and support; increased awareness of changing and compelling narratives around so-called SEND practice and provision; COVID-19 and cost-of-living impact on children and families (language, social interaction, independence / access to services).

We acknowledge all children's development is holistic and consists of strengths, interests, differences and areas of need. We also recognise that while many children have neurotypical minds and bodies, others have development that diverges from this. We will continue to develop neuro-affirming practices that ensure all children thrive, including designing nurture spaces that offer enhanced staffing ratios, opportunities to build skills and experience all of the curriculum from their unique, personal starting points. We will develop provision that supports children to experience quieter spaces, offering opportunities to relax, retreat and emotionally and cognitively 'regulate' successfully. We will develop an Inclusion Team (SENDCos, Lead SEND Support Worker and SEND Support Workers) across the setting that actively engages and shares widely in Continued Professional Development in Neuroaffirmative Practices, challenging outdated narratives and beliefs about SEN. We will work in close partnership with parents, carers and families to celebrate their unique child, support through the process of identification, assessment and diagnosis, and offer ongoing opportunities to have their voice valued and validated. We will develop policies, procedures and practices that reflect a celebratory framework, a strengths-based approach and provision that helps children learn positive self-identity.

As well as being underpinned by the School Development Priority areas 1 and 3, this objective is also underpinned by Priority area 2:

Priority area 2: Inclusion
Value: Children's Rights are Celebrated.

We meet children where they are and adapt our provision to support all children's inclusion and progression.

- We build trust and give all children a full and enriching experience.
- We work in partnership with parents, carers and other professionals to learn about our children, find out what works for them and advocate for them.
- Children's strengths and preferences are recognised and valued, supporting them to thrive.

Objective 3

Belonging

- Ensure that members of staff from racialised minority groups feel that they belong, are able to thrive, and have access to continued professional development and career progression.

Objective rationale: Through consultation with staff, we have listened and heard that some staff members from racialised minority groups feel that they do not belong at the Nursery School. We need to have high aspirations for belonging and go above and beyond to ensure that staff feel that they belong and are treated with dignity and respect at all times. It is important that our staff team reflects the diversity of our children and community and we must proactively remove any barriers to belonging.

Objective 3 is underpinned by Priority area 1:

It is also underpinned by Priority area 4:

Health, Safety and Welfare

Value: Enables all values

We provide a safe, caring environment which supports the welfare of all employees, children, families and visitors.

- We implement and review health, safety and welfare procedures.
- We are risk aware and always reflect on the ways we can look after our school community.
- Staff welfare is core to our approach, as we must look after ourselves to be able to look after our community.

The Leadership Team and Governing Body will listen to staff members through processes including the staff survey, stress risk assessment and exit questionnaire/interview to ensure that lessons are learned and we take a proactive approach to staff welfare and belonging. In the staff survey we will disaggregate data for staff from racialised minorities and some other protected groups. We will ask direct questions such as:

- Do you feel that you belong?
- Are you able to thrive?
- Do you have access to professional development?
- Are you supported to make progress in your career?
- Are there any barriers to achieving the above?

Appendix 1: School Development Plan

<p>Priority area 1: Belonging Value: Our community is Unique</p> <p>All children, families and staff feel that they belong at Redcliffe Nursery School and are supported to thrive.</p> <ul style="list-style-type: none"> • Children feel comfortable and see themselves and their lived experience represented in the Nursery environment. • Parents and carers feel welcome in the Nursery and their voices and contributions are valued. • Staff are confident to challenge stereotypes and prejudicial behaviour in all its forms. Staff feel able to challenge upwards and there are clear pathways to report concerns. • Staff embrace different cultures and are supported to learn from each other and the wider nursery community. 	<p>Priority area 2: Inclusion Value: Children's Rights are Celebrated.</p> <p>We meet children where they are and adapt our provision to support all children's inclusion and progression.</p> <ul style="list-style-type: none"> • We build trust and give all children a full and enriching experience. • We work in partnership with parents, carers and other professionals to learn about our children, find out what works for them and advocate for them. • Children's strengths and preferences are recognised and valued, supporting them to thrive. 	<p>Priority area 3: Teaching, Learning and Development Teaching and Learning occurs in Democratic Learning Spaces. Skills for Life and Respect for our Planet.</p> <p>Children will make progress in their learning and development in ways which are meaningful to them, helping them to be prepared for their next steps in education and life.</p> <ul style="list-style-type: none"> • We build relationships and have a deep knowledge of our children and families. • We have clear intentions on what we are aiming to achieve for each child. • We reflect on the impact of our teaching and learning and respond in partnership with parents and carers. • We hold space for the unexpected and possibility, valuing children's opportunities to direct their play and learning. • We provide an accurate, strengths-led picture of children's learning and development and work in partnership to support children's transitions.
--	--	--

Priority area 4: Health, Safety and Welfare

Value: Enables all values

We provide a safe, caring environment which supports the welfare of all employees, children, families and visitors.

- We implement and review health, safety and welfare procedures.
- We are risk aware and always reflect on the ways we can look after our school community.
- Staff welfare is core to our approach, as we must look after ourselves to be able to look after our community.

Priority Area 5: Sustainability

Value: Skills for Life and Respect for our Planet.

Children, staff and families see themselves as part of a collective community that cares for each other and the natural world, and feel empowered to make changes to their environment.

- Children feel a deep sense of connection to the natural world
- We look after our local urban environment and encourage children, staff and families to respect our environment
- We facilitate children's access to green spaces and other natural environments
- Staff are confident to educate children about our environment and climate in age appropriate ways that foster children's eco-empathy
- Climate action is meaningful to our context and we make realistic, sustainable changes.

Each area of the School Development Plan will have an action plan. In each action plan, you will see implementation of this Equalities Policy.

BRISTOL Equality Charter

Everybody counts - a pledge for equality across Bristol

Bristol is a vibrant city with a growing diverse population. We share an ambition to create a fairer, safer, accessible and inclusive city where everyone feels they belong, has a voice and an equal opportunity to succeed and thrive.

We are committed to making a real difference by:

- 1 Making Bristol a welcoming city where everyone feels they belong
- 2 Inspiring trust and confidence in all the city has to offer
- 3 Recognising, valuing and celebrating diversity
- 4 Building good relations and understanding between people
- 5 Promoting inclusion, participation and equal access
- 6 Challenging discrimination, harassment, bullying, hate crime and victimisation

As an organisation we will:

- 1 Recognise, support and empower those responsible for promoting equality in our organisation
- 2 Listen to and understand the diverse needs of all people to make our information, services and products more accessible and inclusive
- 3 Review the diversity of our workforce in order to identify areas for improvement and set ourselves equality goals
- 4 Ensure that equal opportunities are integral to how we recruit and treat our workforce
- 5 Address all allegations of discrimination, harassment, bullying and victimisation in an effective and timely manner
- 6 Play our part in promoting good relations between people from different backgrounds
- 7 Share good equality practice and improve outcomes for all those living, working, studying in or visiting Bristol
- 8 Measure and share our progress and success

Appendix 3: Bristol Children's Charter



The rights and best interests of children and young people are a priority for decision makers in Bristol. Together we will strive to make ours a city where:

- 1** Children are safe and protected from all forms of violence and abuse
- 2** Children live in warm homes and no child is hungry
- 3** Children can make choices that benefit their health and happiness and have the best possible health, with access to facilities and services for the treatment of illness
- 4** Children have access to welcoming, clean, safe neighbourhoods and parks to meet friends and play
- 5** Children have access to, and benefit from, Bristol as a leading cultural, social and sporting city and can grow up with a sense of belonging and pride in their city
- 6** Children have access to an education that develops their potential both in what they learn and who they become, so that they have skills for life and work
- 7** Children have the skills to thrive and be safe in an ever changing digital world
- 8** Children have the opportunity to influence the decisions of city leaders and contribute to creating the city they want to live, study and play in
- 9** Children are supported to live in safe and healthy families as they grow up in a city that supports parent, carers and family members
- 10** Children have the opportunity to learn about the world around them, to take part in intergenerational activities and be a part of their global community

The Bristol Children's Charter is aligned with the principles of the United Nations Convention on the Rights of the Child. It applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

No single organisation or agency can make enough progress towards these aspirations alone.

Partners commit to working together to deliver this vision for all children to create a thriving city that is good for everyone. We will invest our resources so that we protect and provide for the most vulnerable children and young people in our city to reduce the inequalities that exist.

