



Equalities Policy

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Equalities Policy

Policy for Promoting Equality and Inclusion Within our Community

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.

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 is discriminated against.
- We believe that children and adults should be treated fairly regardless of race, gender, religion or ability. This applies no matter what they think or say, what type of family they come from, what languages they speak, what their parents do, whether they are boys or girls, whether they have a disability or whether they are rich or poor. 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.

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.

The Bristol Equality Charter

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 Bristol Equality Charter, meaning, we aim to work towards equality in Bristol. We commit to the principles of the charter, but can set our own goals and priorities as outlined within this policy.

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

This legislation is further supported by:

Ethnicity Equality

We acknowledge the general and specific duties of schools as detailed in The Ethnicity Relations Act 1976 and as amended by The Ethnicity Relations (Amendment) Act 2000.

Our policies and practice aim to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Disability

We acknowledge the general duty on schools set out in The Disability Discrimination Act (DDA) 2005.

We will ensure the following when carrying out and delivering services:

- Equality of opportunity between persons with and without disabilities
- Elimination of discrimination and harassment of persons with disabilities

- Promotion of positive attitudes towards persons with disabilities
- Participation in public life by persons with disabilities is encouraged
- Steps are taken to meet the access requirements of persons with disabilities

Gender Equality

We acknowledge the general duty on schools as set out in The Gender Equality Duty 2006. We will actively seek to eliminate unlawful discrimination and harassment on grounds of gender and gender reassignment and promote equality between men and women.

Sexual Orientation

We acknowledge the duties set out in The Equality Act (Sexual Orientation) Regulations 2007 which details protection against discrimination on grounds of sexual orientation. Our policies will ensure that admissions and all school provision supports this duty.

Specific Duties for Schools

Specific duties, to be addressed in our Equality Plan, will include:

- Consideration of ethnicity equality and the impact of policies on pupils, staff and parents by ethnicity, including the achievement levels of these pupils.
- Gender equality goals and planned actions to meet them
- Disability equality goals and planned actions to meet them.
- The Equality Plan will be reviewed and revised every three years.

We comply with the Equality Act 2010 and the Equality Act 2010 (Specific Duties) Regulations 2011. We will meet our obligations under the Act, including the requirement to undertake review and consultation. The school's policies and procedures that relate to equality and diversity are overseen by the Link Governor for Equalities and the Board of Governors which meet regularly.

Roles and Responsibilities

The Role of Governors

- The governing body will endeavour to ensure that the school is fully inclusive to children and responsive to their needs.
- They will seek to ensure that people are not discriminated against when applying for posts at the nursery.
- The governors will take all reasonable steps to ensure that the school environment gives access to people with disabilities and strive to make school communications as inclusive as possible.
- The governors will welcome all applications to join the nursery, whatever a child's socio-economic background, ethnicity, gender or disability.
- They will endeavour to ensure that no child is discriminated against whilst in our nursery.

The Role of the Senior Leadership Team

The Senior Leadership team is responsible for:

- ensuring steps are taken to address the nursery's 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 are treated fairly, equally and with respect, and will be aware of the nursery schools' Equality Plan. 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. Teachers will support the work of support staff and volunteers in promoting awareness of equality and encouraging them to challenge discrimination.

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.
- 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.

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, we are concerned to ensure that, wherever possible, 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 such as gender, ethnicity, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and evaluating staff structures, to ensure decisions are free from discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention
- Recording all incidents of bullying and harassment of staff
- Continued professional development opportunities for all staff
- We are an equal opportunity employer; posts are advertised and all participants are judged against explicit and fair criteria.
- All job descriptions include a commitment to equality and diversity as part of their specifications. We will consider positive action when recruiting to posts, to attract people from under-represented groups into our workforce.

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.

In order to value diversity practitioners should:

- Learn to understand what others actually believe and value, and let them express this in their own terms.
- Respect the convictions of others about food, dress and social etiquette and not behave in ways which cause needless offence.
- Recognise that all of us at times fall short of the ideals of our own traditions and never compare our own ideals with other people's practices.
- Work to prevent disagreement from leading to conflict.
- Ensure that other people's cultures, beliefs and practices are not misrepresented or disparaged.

- Correct misunderstanding or misrepresentations not only of our own culture but also of others whenever we come across them.
- Respect another person's expressed wish to be left alone.
- Avoid imposing ourselves and our views on individuals.
- Be sensitive and courteous.
- Avoid violent action or language, threats, manipulation, improper inducements, or the misuse of any kind of power.
- Respect the right of others to disagree with us.
- Be aware that racial, cultural and ethnic identity are often inter-related with religion and faith.
- Ask everyone how they would like to be addressed, how to pronounce their name and how to spell it.
- Become well informed through asking (appropriate/relevant) questions and seeking to find out more information.
- Treat everyone with dignity and respect.
- Recognise and guard against our own prejudices. Everyone has them!
- Don't assume that treating everyone in the same way is the same thing as treating everyone fairly

The Learning Environment

We aim to provide a safe and welcoming environment for all children and their families in which they can fully access and express themselves.

We realise that the displays we have on offer to children, families and visitors are windows to the wider world. We offer positive images of a diversity of backgrounds engaged in a variety of roles, living and working together and respecting each other.

We use resources that reflect ethnic and cultural diversity and do not promote negative stereotypes.

We provide a variety of writing in children's home language as well as English including books, notices and labels. We ensure children's names are spelt and pronounced correctly.

We strive to ensure children have the opportunity to hear their home language through the use of audio and video materials.

We work together with professionals from other agencies as part of a multi-agency network of support for families such as Social Workers, Family Support Workers, Educational Psychologists, Health Professionals, Police, Speech and Language therapists, local and community health services, to promote the best care and learning opportunities are available for individual children.

Resources

Resources cannot create a positive view of society by themselves; it is the way that they are used and the way adults and children involve them in their play and activities that are the critical factors of change.

If a new black doll or a doll with a disability is left in the box and ignored, the children may receive subtle messages that the doll is not 'wanted'. Instead of the doll helping to create a positive view, these messages may reinforce negative messages about who is valued in society.

If dual language storybooks are the only multicultural resources in a monolingual setting and nothing active is done with them, they cannot help children understand the reality of our multicultural, multilingual society.

We seek to ensure that the resources reflecting our intercultural society are used actively, in positive ways, and not just left lying around.

We talk about people from all diverse backgrounds who have contributed to the local and general culture, literature, sport, inventions and history in a way that young children can appreciate and understand.

We provide photographs of people from various parts of the world as well as in Britain depicting their lifestyles, houses, food, work, dress and leisure activities.

Books, Pictures and Language

Children need to be able to access a variety of books. Looking at books and illustrations, and being read to, all play an important part in children's language development. Books are also responsible for shaping children's understanding about different ethnic groups. Exposing children to a variety of literature can help them to understand the similarities and differences between different religions, cultures, languages, abilities, sexual orientations, gender and age. Books also allow issues to be raised and stereotypes to be challenged sensitively.

We provide books and stories that reflect different families, ethnicities and cultures. And that reflect a variety of homes.

We value linguistic diversity (including sign language) and provide opportunities for children to develop and use their home language in their play and learning. We value bilingualism as a strength and encourage all children to learn some of the languages and preferred communication mechanisms they see and hear around them.

Role Play

In order to promote inclusive values, we strive to surround children with play props that offer a variety of cultural contexts and everyday artefacts which encourage and promote cultural diversity and challenge stereotypes.

Music, Rhymes and Songs

Children love to participate in familiar songs and rhymes, especially action songs, which especially supports the inclusion of children with English as an additional language. Children have the opportunity to hear a range of music from around the world as well as see it being played. We provide songs, rhymes and musical instruments from a wide range of cultures.

Curriculum

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.

Both sexes are encouraged to explore resources and activities traditionally used by the other.

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.

Assessment and Learning

We seek to tackle issues of disadvantage and underachievement of different groups.

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.

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.

Personal, Social and Emotional Development

The Personal, Social and Emotional Development (PSED) Curriculum for Early Years Foundation stage covers self-confidence and awareness, managing feelings and behaviour and making relationships. Within our daily teaching and provision we aim to explore and tackle any misconceptions children may have, through conversation and understanding.

Within this we aim for all children to develop the following skills (at a level appropriate to them);

Myself and others

- Understand that everyone is unique and be able to discuss similarities and differences.
- Identify their feelings and recognise some of the ways they can express them.
- recognise how our feelings can influence our friendships.
- recognise that their behaviour affects other people.

Family networks

- Identify family members and friends and the roles that they play.
- Understand that families are all different.
- To know who they can talk to both at home and at nursery.

Body Awareness

- Understand that they need to ask permission before touching or embracing their friends.
- To have an awareness that their body is their own and they can say “no” if they don’t want to be touched.
- recognise that our bodies are all unique and discuss how they change.

(see appendix 3 for more information on talking to children about consent)

Appendix 1: Model Equality Action Plan

Equality Action Plan

Redcliffe Nursery School

Date

Action	How	By Whom	Achieved By	Completed
Feedback to all staff from training	At next staff meeting feedback from the training course and the actions taken back to our setting			
As a staff team look at the IDP materials and discuss some of the scenarios	Choose a scenario and discuss in groups of 2 or 3 feedback of our comments to the whole staff team			
Review our equality of opportunity policy	Involve managers, staff, parents, committee etc.			

Appendix 2: Bristol Equalities Charter

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: How to talk about consent with very young children (1-5 years)

1. Teach children to ask permission before touching or embracing a playmate. Use language such as, “Sarah, let’s ask Joe if he would like to hug bye-bye.”

If Joe says “no” to this request, cheerfully tell your child, “That’s okay, Sarah! Let’s wave bye-bye to Joe and blow him a kiss.”

2. Help create empathy within your child by explaining how something they have done may have hurt someone. Use language like, “I know you wanted that toy, but when you hit Mikey, it hurt him and he felt very sad. And we don’t want Mikey to feel sad because we hurt him.”

Encourage your child to imagine how he or she might feel if Mikey had hit them, instead. This can be done with a loving tone and a big hug, so the child doesn’t feel ashamed or embarrassed.

3. Teach kids to help others who may be in trouble. Talk to kids about helping other children*, and alerting trusted grown-ups when others need help.

Ask your child to watch interactions and notice what is happening. Get them used to observing behaviour and checking in on what they see.

Use the family pet as an example, “Oh, it looks like the kitty’s tail is stuck! We have to help her!!” Praise your child for assisting others who need help, but remind them that if a grown-up needs help with anything, that it is a grown-up’s job to help. Praise your child for alerting you to people who are in distress, so that the appropriate help can be provided.

4. Teach your kids that “no” and “stop” are important words and should be honoured. One way to explain this may be, “Sarah said ‘no’, and when we hear ‘no’ we always stop what we’re doing immediately. No matter what.”

Also teach your child that his or her “no’s” are to be honoured. Explain that just like we always stop doing something when someone says “no”, that our friends need to always stop when we say “no”, too. If a friend doesn’t stop when we say “no,” then we need to think about whether or not we feel good, and safe, playing with them. If not, it’s okay to choose other friends.

If you feel you must intervene, do so. Be kind, and explain to the other child how important “no” is. Your child will internalize how important it is both for himself and others.

5. Encourage children to read facial expressions and other body language: Scared, happy, sad, frustrated, angry and more. Charade-style guessing games with expressions are a great way to teach children how to read body language.

6. Never force a child to hug, touch or kiss anybody, for any reason. If Grandma is demanding a kiss, and your child is resistant, offer alternatives by saying something like, “Would you rather give Grandma a high-five or blow her a kiss, maybe?”

You can always explain to Grandma, later, what you're doing and why. But don't make a big deal out of it in front of your kid. If it's a problem for Grandma, so be it, your job now is doing what's best for your child and giving them the tools to be safe and happy, and help others do the same.

7. Encourage children to wash their own genitals during bath time. Of course parents have to help sometimes, but explaining to little Joe that his penis is important and that he needs to take care of it is a great way to help encourage body pride and a sense of ownership of his or her own body.

Also, model consent by asking for permission to help wash your child's body. Keep it upbeat and always honour the child's request to not be touched.

"Can I wash your back now? How about your feet? How about your bottom?" If the child says "no" then hand them the flannel.

8. Give children the opportunity to say yes or no in everyday choices, too. Let them choose clothing and have a say in what they wear, what they play, or how they do their hair. Obviously, there are times when you have to step in (dead of winter when your child wants to wear a sundress would be one of those times!), but help them understand that you heard his or her voice and that it mattered to you, but that you want to keep them safe and healthy.

9. Allow children to talk about their body in any way they want, without shame. Teach them the correct words for their genitals, and make yourself a safe place for talking about bodies and sex.

Say, "I'm so glad you asked me that!" If you don't know how to answer their questions the right way just then, say, "I'm glad you're asking me about this, but I want to look into it. Can we talk about it after dinner?" and make sure you follow up with them when you say you will.

If your first instinct is to shush them or act ashamed, then practice it alone or with a partner. The more you practice, the easier it will be.

10. Talk about "gut feelings" or instincts. Sometimes things make us feel weird, or scared, or yucky and we don't know why. Ask your child if that has ever happened with them and listen quietly as they explain.

Teach them that this "belly voice" is sometimes correct, and that if they ever have a gut feeling that is confusing, they can always come to you for help in sorting through their feelings and making decisions. And remind them that no one has the right to touch them if they don't want it.

11. "Use your words." Don't answer and respond to temper tantrums. Ask your child to use words, even just simple words, to tell you what's going on.