



**St Edmund's**  
Nursery School and  
Children's Centre

## **Equality Policy (August 2015)**

St Edmund's Nursery School and Children's Centre fully supports the Local Authority's Equality Policy and is, therefore, committed to the principle of equality and diversity in all its activities.

### **Aims**

In accordance with the Equality Act (2010) we aim to ensure children and adults will be recognised and respected, regardless of their age, racial or ethnic origin, language or culture, gender identity, material status, sexual orientation or preference, religious belief, ethnic origin, national origin, or disability, HIV status, ability in literacy or numeracy, technical knowledge or skill, behavioural or learning difficulties, lack of ability or insufficient formal qualifications, being an ex-offender, substance abuse social isolation and homelessness, trade union membership, unemployment, contract worker, asylum seeking status or for any other indefinable discriminatory cause. St Edmund's Nursery School & Children's Centre is further committed to ensure that all its learners, families and users are given equality of opportunity and that none receive less favourable treatment on these grounds.

### **Objectives**

1. Eliminate Discrimination
2. Advance equality of opportunity
3. Foster good relations

### **St Edmund's as an Employer**

St Edmund's Nursery School & Children's Centre is fully committed to the fulfilment of all agreements, regulations and Acts which may have implications for our role as employers and in vocational training and will comply fully with the letter and intention of these laws, regulations and treaties from the point of advertising through to the end of any employment training contract. Amongst these are:

- Human Rights Act 1948 and 1998
- Equal Pay Act 1970
- Health and Safety at work Act 1974
- Rehabilitation of Offenders Act 1974
- Sex Discrimination Act 1975
- Race Relations Act 1976
- Race Relations (Amendment) Act 2000 carry out its legal responsibilities under the Race Relations Act of 1976, the sex Discrimination Act of 1975, the rehabilitation of Offenders Act of 1974 and the Disability Discrimination Act of 1995 from the point of advertising and recruiting through to the end of any employment contract.
- Employments Rights Act 1996
- European Equal Treatment Directive 1976
- Disability Discrimination Act 1995
- Special Educational Needs and Disability Act (SENDA) 2001
- Protection from Harassment Act 1997
- Treaty of Amsterdam (Article 13) 1997
- Public interest Disclosure Act 1998
- Data Protection Act 1998
- Working Time Regulations 1998

- Part Time Workers Regulations 2000
- Sex Discrimination (Gender Reassignment) Regulations 1999

St Edmund's Nursery School & Children's Centre requires all employees and learners to actively promote and contribute to the development and implementation of equality of opportunity. We actively promote anti-discriminatory practice to build an inclusive environment where every child can fulfil their potential.

The responsibility for compliance and for the positive attitude required to ensure success is laid upon all employees, learners and trainees within the organisation, also external persons connected our school/centre are expected to hold the same responsibility and commitment.

St Edmund's Nursery School & Children's Centre is committed to the fair treatment of its staff, potential staff or users of its services. Having a criminal record will not necessarily bar you from working with us, this will depend upon the nature of the offence and when it occurred. We will take guidance from the Rehabilitation of Offenders Act 1974 and from Ofsted when making an employment decision. We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment

### **Discriminatory remarks or behaviour**

We take all incidents of discrimination very seriously and aim to challenge overt prejudice and discrimination when it occurs in a way that is sensitive and constructive.

As a staff team we aim to recognise and examine our own beliefs and prejudices in relation to our own practice.

We would fully support any child, member of staff or parent who encountered discrimination or harassment in a sensitive and constructive manner.

### **Action to be taken in case of discrimination**

Any concerns of discrimination should be reported to a member of the Senior Leadership Team (SLT) in the first instance.

The SLT will consider whether discrimination has occurred and agree on appropriate actions and response. The response will be made in writing to the person raising the concern. Actions will be implemented and monitored as appropriate. A report will be produced detailing the incident and recording any actions or outcome, and where appropriate the Local Authority will be informed.

### **St Edmund's as a training facility**

We will continually review the recruitment and assessment procedures and practices and marketing processes to ensure that all learners have equality of opportunity.

We will make all learners aware of these guidelines and invite all of them contribute to the monitoring and achievement of their success.

We will actively seek ongoing feedback and encourage suggestions from learners on ways in which to develop equality of opportunity.

We will also:

- Distribute and promote these guidelines to all staff, learners, associate trainers students and employers.
- Provide methods for all employees, learners, associate trainers and students to resolve grievances about unfair discrimination and harassment.

- Monitor the operations of this policy for employees, job applicants, learners associate trainers and students and carry out a formal annual review of its effectiveness.
- Actively seek ongoing feedback and encourage suggestions from service users on ways in which to develop equality of opportunity.
- Carry out research to ensure that best practice is maintained and that future changes in legislation are embraced within the policy.

## **Working with Parents and Carers**

- We aim to include and value the contribution of all families to our understanding of equality and diversity.
- We value the contribution that parents can make to the setting and aim to make all parents/carers feel welcome to share in the daily life of the setting.
- We provide half termly Newsletters to further encourage links between home and our school/centre.
- We encourage parents/carers to become actively involved in the life of our school/centre, for example – participation in groups, supporting with visits and trips, providing resources and becoming volunteers in the setting.
- We advertise our services widely and aim for the families that use our setting to reflect the cultural diversity of our community.
- We provide an inclusive environment recognising that as individuals, children and adults alike all require some form of support. However, we recognise that for some this may be specific and sometimes require the help of outside agencies.
- Ensure that all staff members share the responsibility of providing a fully inclusive service for children and their parents/carers and families.

## **Supporting our children**

### Admissions

- Our school/centre is open to all members of the community.
- We base our admissions policy on a fair system; we never discriminate against a child or their family, or prevent entry to our setting, on the basis of race, religion, home language, family background, gender or disability and/or learning difficulty.
- We gather full and accurate information about all children before they join us to ensure that we can meet their needs to the best of our ability. Home visits, parents' evenings and work with the Family and Community Team are all ways of gathering information to make sure that our provision supports and encourages each and every child.

### The Early Years Foundation Stage Framework

- We ensure that all children have the opportunity to experience a challenging and enjoyable programme of learning and development.
- We respect each child's personal learning journey and encourage each child to recognise their own unique qualities and characteristics.
- We provide activities and experiences for the children which celebrate diversity.
- Our observation, assessment and evaluations of planning allows for us to support and extend each child's individual needs.
- We differentiate activities and experiences to suit children's individual needs to ensure that all children can participate in them, including children with Special Educational Needs (see Inclusion Policy)
- 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.