

**North Islington
Nursery School &
Children's Centre**



Equality, Inclusion & Valuing Diversity Policy

Signed on behalf of Governing Body: Sally Franklin

**Date: September 2023
Review Date: September 2024**

Our Commitment

The **Equality Act 2010**, including the **Equality Duty 2011**, requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it

At North Islington Nursery School and Children's Centre:

- We try to ensure that everyone is treated fairly and respectfully
- We want to make sure that our school is a safe and secure place for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of:
 - Their age
 - A disability
 - Their ethnicity, colour or national origin
 - Their gender
 - Their gender identity (they have reassigned or plan to reassign their gender)
 - Their marital or civil partnership status
 - Their being pregnant or having recently had a baby
 - Their religion or belief
 - Their sexual identity and orientation
- We recognise that some children need extra support to help them achieve and be successful
- We try to make sure that people from different groups are consulted and are involved in our decisions, especially children, parents and those of us who can be treated less favourably

We welcome our duties:

- To promote community cohesion (under the Education and Inspections Act 2006)
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010)

Our commitment is demonstrated through:

- Eradicating barriers and fostering the involvement of all parents/carers in the life of the school
- Ensuring high expectations for all are shared by our entire school community
- Ensuring positive representations of the wide range of our global community
- Recognising the importance of celebrating our diversity in ways that are meaningful and educational rather than tokenistic

- Monitoring the impact of our policies on and the uptake of our services by different ethnic groups
- Challenging negative labels and attitudes
- Valuing difference
- Recognising the impact of discrimination

As part of this we will:

- Publish information every year about our centre's population
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do

The policy is inclusive of the whole centre community and promotes inclusive practice ensuring that no one is disadvantaged on the grounds of race, gender, culture, disability, class, belief, sexual orientation, lifestyle or family circumstance.

Introduction & Characteristics

North Islington Nursery School and Children's Centre serves an ever-changing community in terms of age, ethnicity, disability and social deprivation and our intake reflects this diversity. It changes from one year to the next, as the local population is a relatively fluid one with a significant proportion of our families in temporary accommodation (including the children of families who are in women's refuges).

The school will publish an annual statement on the following:

- The diversity of the school population
- Our performance in relation to the three aims of the equality duty
- The diversity of our workforce

Roles and Responsibilities

The Governing Body has the following duties:

- Publish information to demonstrate compliance with the duty on an annual basis
- Prepare and publish one or more specific and measurable objectives to show due regard to the needs of the PSED on an annual basis
- Ensure that the equality information is updated and reviewed at least every 4 years.
- The equality link governor is currently Nita Rege. They will report back to the full governing body regarding any issues and ensure that they are familiar with all of the relevant legislation and contents of this document.

The Headteacher (with the support of the Leadership Team) is responsible for:

- Ensuring that staff, parents/carers, children and visitors are informed about the Equalities Policy
- Overseeing the implementation of the policy

- Ensuring that all staff understand their responsibilities and are given appropriate training
- Monitor the scheme and report to the Governing Body at least annually on the effectiveness of the policy
- Taking appropriate action in response to cases of unlawful discrimination;
- Informing parents of any incidents involving their child
- Ensuring that there exists equality of opportunity for professional development within the staff team
- Ensuring that the Leadership Team are kept up to date with any development affecting the policy or actions arising from it.
- Identifying any staff training needs and deliver training as necessary.

All staff are expected to:

- Recognise that the cultural diversity of our school community is one of its strengths and should be celebrated
- Be fully aware of the Equality Policy and how it relates to them
- Incorporate principles of non-discrimination, equality and respect for diversity into all aspects of their working practices
- Give additional support to children for whom English is an additional language and monitor carefully their progress
- Arrange for additional support, wherever possible and required, for parents who are new to English, refugees and asylum seekers or other families who are international new arrivals and those who have any other barriers to participation
- Understand that this is a whole centre issue and support the Equality Policy
- Make know any queries or training requirements
- Ensure that materials used promote positive views of diversity rather than cultural stereotypes
- Encourage the widest participation of parents in the life of the school
- Support and take part in various cultural celebrations as decided by the staff team

All staff will:

- Be supported in their professional development
- Be supported in their right to be respected by parents and other professionals working in the school
- Have their racial and linguistic diversity recognised and respected by colleagues, governors and other professionals working in the school

Parents, visitors, other professionals, and contractors are expected to:

- Be encouraged to actively support this policy
- Have access to this policy appropriate to their requirements
- Be informed of any incident related to this scheme which could directly affect their child
- Be encouraged to attend any relevant meetings and activities related to the scheme

Children

Following the guidance from The Early Years Foundation Stage (EYFS) staff will support and expect children to be working towards:

- Understanding that people have different needs, views, cultures and beliefs that need to be treated with respect
- Understanding that they can expect others to treat their needs, views, cultures and beliefs with respect
- Beginning to know about their own cultures and beliefs and those of other people

Equality Objectives

Objective 1

Narrowing gaps in attainment between particular groups of children (please refer to current School Improvement Plan)

Objective 2

Parents and carers are encouraged to be involved in school life and wider community and the school makes every effort to communicate with those families who are hard to reach

Objective 3

To ensure that materials and learning opportunities in the classrooms promote positive views of diversity rather than cultural stereotypes and that this is audited on an annual basis

Teaching and Learning

Every child is included and supported and the EYFS sets the standards for all early years providers. One of the purposes of the EYFS is to provide: Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

As a staff team at North Islington Nursery School and Children's Centre we will "focus on each child's individual learning, development and care needs by:

- Removing or helping to overcome barriers for children where they already exist
- Being alert to the early signs of needs that could lead to later difficulties and responding quickly and appropriately, involving other agencies as necessary
- Stretching and challenging all children

And ensure that "all children, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability should have the opportunity to experience a challenging and enjoyable programme of learning and development".

SEND

Practitioners must consider the individual needs, interests, and the stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.

DfE (2014) Statutory Framework for Early Years Foundation Stage, para 1.

At North Islington Nursery School and Children's Centre all children are supported through purposeful learning spaces which cater to a wide range of needs. At times it will be necessary to make additional changes/enhancements depending on individual children and their needs. For further information please refer to the school's SEND policy.

Upholding British Values

All users of the setting are expected to promote British values in an age appropriate way.

The four fundamental British Values are:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance for those with different faiths

Please see the settings aims and guidance for upholding British Values.

Prevent Duty

All staff are expected to carry out Prevent Duty training within their induction period.

Please see the settings Safeguarding Policy for further details.

Working with Parents and Carers

In our work with families we aim to:

- Respect cultural difference and encourage children and their families to take pride in their own cultural background
- Create an ethos of mutual respect and trust in which all members of the school community feel valued and safe
- Value the contribution of all families to our understanding of equality and diversity
- Value the contribution that parents/carers can make to the setting and welcome them to share in the daily life of the centre
- Encourage and welcome links between the centre and home setting

We encourage families to continue the use of their home language and in drawing up the linguistic profile of the child we believe it is important to know information such as what languages the child's

adult carers speak to each other. We carefully monitor the English acquisition of children with English as an additional language and give them additional support where necessary. We have a stock of books and story CD's in community languages and encourage staff and parents to tell or read stories in languages other than English. We have found this to be most successful when the same story is told or read in English at the same time.

We also welcome families into the school to share any cooking singing and dancing experiences that reflect and celebrate their culture.

Putting Policy into Practice

This policy has been written in accordance with the Equalities Act (October 2010) and brings together all UK laws about inequality and discrimination. The Act mentions 9 "protected characteristics", which is a list of identities or circumstances that people must not be discriminated by law. The 9 protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

We are committed to taking positive action based on this Act and make sure that staff are aware and how to put it into practice.

Monitoring and Reviewing the Policy

We will promote this Policy throughout the centre to both staff and parents/carers and it will be available to access both at the centre and online.

Implementation, monitoring and review are the responsibility of our Leadership Team, governors and Safeguard Leads and reviewed on a regular basis no less than every three years.

Views of the whole staff team and parents/carers will be taken into consideration when reviewing the policy.

Appendix A

Definitions

Direct racial discrimination means treating one person less favourably than another on racial grounds. It is unlawful under the Race Relations Act 1976.

OR

Direct discrimination means treating a person in a particular racial group less well than someone in the same or similar circumstances from a different racial group. The motive for such treatment is irrelevant.

Indirect racial discrimination, also unlawful under the Race Relations Act 1976, means that a rule or condition, which is applied equally to everyone, can be met by a considerably smaller proportion of people from a particular racial group; the rule is to their advantage; and the condition or rule cannot be justified on non-racial grounds. All three conditions must apply.

OR

Indirect Discrimination occurs when a provision, criterion or practice, applied equally to everyone, puts a particular racial group (based on race or ethnic or national origin) at a disadvantage because they comply with it. This will be unlawful unless it can be shown that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

Indirect discrimination also occurs when a requirement or condition, applied equally to everyone, has a disproportionate adverse effect on people from a particular racial group (based on colour or nationality) because they cannot comply with it. This will be unlawful if it cannot be justified on non-racial grounds.

Segregation – segregating a person on racial grounds constitutes less favourable treatment.

Promotion of racial equality means that you should have 'due regard to the need' in everything you do, to tackle racial discrimination, promote equality of opportunity, and promote good relations between people from different racial groups.

PSED Public Sector Equality Duty

Racial group - means a group of people defined by their race, colour, nationality (including citizenship), and ethnic or national origins.

Victimisation means victimising someone because they have made a complaint of racial discrimination or are thought to have done so; or because they have supported someone else who has made a complaint of racial discrimination.

OR

Victimisation – the law protects a person who is victimised for bringing a complaint of racial discrimination under the Race Relations (Amendment) Act 2000 or for backing someone else’s complaint.

The term “**Parent(s)**” as used in this policy refers to all adult carers of children at NINS.