

INTRODUCTION

The Equality Act 2010 brings together for the first time all the legal requirements on equality that the private, public and voluntary sectors need to follow. It affects equality law at work and in delivery all kinds of services and in the context of this policy in all aspects of the provision of an education.

The Equality Act 2010 replaces all the existing equality law including:

The Equal Pay Act 1970

The Sex Discrimination Act 1975

The Race Relations Act 1976

The Disability Discrimination Act 1995

Whether at work as an employee or in using a service, the message (or purpose) of the Act is that everyone has the right to be treated fairly at work or when using services. The Act protects people from discrimination on the basis of certain characteristics and they vary slightly according to whether the person is at work or using a service.

There are NINE 'protected characteristics' (characteristics of equality) employees might have. They are:

1. Age
2. Disability
3. Gender reassignment
4. Marriage or Civil Partnership
5. Pregnancy and Maternity
6. Race
7. Religion or belief
8. Sex (gender)
9. Sexual orientation

Equality of opportunity is a fundamental aspect of the ethos at Rebecca Cheetham Nursery and Children's Centre. It is the responsibility of the governors, Head Teacher and all staff involved in the school to provide leadership in the development and implementation of effective policies to promote equality of opportunity.

PURPOSE

Following the spirit of the school's ethos and the ways in which we strive to improve, we aim to ensure that every pupil and member of staff is given an equal opportunity to achieve their full potential. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community.

To meet these aims, we are committed to:

- Equal access and treatment for everyone
- Being responsive to changing needs
- Educating and informing children, staff and parents about the issues in this policy

- Avoiding prejudice
- Promoting mutual respect, regardless of differences, **above all tolerance of others**
- Working to an agreed code of conduct which can be modified, monitored and evaluated in accordance with current best practice in the area of equal opportunities

OBJECTIVES

- To promote a positive self-image in all children and to respect their individuality, providing for all pupils according to their needs
- To ensure equality of opportunity and tolerance of others permeates the whole curriculum and ethos of the school
- In delivering the curriculum and in promoting our school and services to others, to ensure it contains non-stereotypical images in order to overcome preconceived ideas of gender, ethnicities, culture or religion
 - To include in resources books, materials and equipment that are multicultural and non sexist, providing positive images of all groups
 - To ensure that the organisation of the school is sensitive to the needs of all
 - To acknowledge the richness and diversity of **British society and values** and to help prepare children for their part in that society
 - To develop a positive attitude to equal opportunity by all staff, parents, helpers, governors, children and all who participate in the school

THE LAW

Unlawful discrimination occurs when one person receives less favourable treatment because of their having one or more protective characteristics. The law is extensive and complex especially when the implications of the Human Rights Act, also feature in considerations.

Accordingly, the Inclusion Manager will provide general guidance on matters which require clarification whilst ensuring professional guidance is sought when specific reference is needed to the Equality Act 2010 and relevant EU legislation.

DIRECT AND INDIRECT DISCRIMINATION

In most cases, the nature of less favourable treatment will be clear and common sense will dictate the necessary action to take, usually after a discussion with the Inclusion Manager. Where doubt exists, then reference should be made to either the Head Teacher or the Executive Head Teacher.

IDENTIFICATION

Teaching staff and all other staff that work with children will observe children at play and in classrooms always seeking to identify good and unacceptable behaviour. In instances of unacceptable or inappropriate behaviour, suitable intervention will be given at the time but

repeated instances will be recorded for discussion with the Headteacher, parents and governing body.

Suitable training is to be undertaken by relevant teaching staff and governors to aid the identification of discrimination, learn techniques for managing abuse and to keep abreast of changes in the law. This document and others relevant to standards of behaviour (e.g. Behaviour Policy) will be available on the school website for reading by the governing body and staff. An "Open Door" policy will continue to operate in order that parents may discuss their concerns with the Headteacher and staff. Equally, early advice should be given of any protective characteristic (or suspected protected characteristic) which may affect a child's performance and/or behaviour at school.

Consultation with parents, GPs, health visitors, speech therapists etc. may also be sought in appropriate circumstances. The school will maintain clear, factual and up to date records to identify patterns of behaviour which are contrary to our aims.

POSITIVE ACTION

Unlike positive discrimination, which is in itself unlawful, positive action will be fostered in line with current best practice:

- Staff will continue to use examples in their teaching to demonstrate the benefits of a mixed society and the contributions made to our history by individuals of all genders, races, age groups etc.
- Knowledge is encouraged in all aspects of school life to show the advantages of pooling experience, knowledge and various points of view.
- Job vacancies will be widely advertised to promote a diversity of candidates.

DAILY PROCEDURES

- Children, parents and staff will be given equal treatment, equal opportunity to voice their opinions and equal access to resources.
- Teaching material and other forms of communication are reviewed on a regular basis to ensure compliance with this policy.
 - Positive action, especially by pupils, will continue to be rewarded and made known to the wider school community.
- Staff meetings will include equal opportunity issues when relevant, with particular reference to this policy and its inclusion in the curriculum.
 - Clear and constant messages will be given regarding the school's values and disciplinary procedures in line with the policy on behaviour.

INVOLVING PARENTS

As with all school policies, there is a critical role to be played by parents. Parents will continue to be informed of their child's behaviour: as well as any aspects of their attitude towards others which gives rise to concern.

We don't believe children of this age will behave in a discriminatory way but if they do, intervention will be discrete and informal, however if on-going concerns persist the Inclusion Manager will take on the matter.

All forms of discrimination by any person within the school are to be treated seriously and a careful note kept of any such incidents. It must always be made clear that such behaviour is unacceptable. Subsequent incidents will be reported to the Head Teacher (Accountability Meeting) and a decision made to involve the parents of the children concerned.

In the event that formal disciplinary proceedings may occur, or if co-operation is not evident, external specialist agencies will be consulted and a plan of action agreed. Continued unacceptable behaviour could result in exclusion procedures for the pupil.

SUCCESS CRITERIA

The measurement of equal opportunities in practice requires a variety of criteria to be assessed, of both a quantitative and qualitative nature. Key areas for consideration are:

- The level of complaints by pupils, staff and parents will be reviewed regularly or more frequently if unsatisfactory trends are evident.
- Attendance records, punctuality and unauthorised absences will be examined in this respect.
- Children's progress will be assessed at the end of every term and all children will be given the same opportunities to make improvements.

PRACTICE AROUND THE SCHOOL

- Wherever possible, we try to display all children's work throughout the school and provision
 - Children with special educational needs must be given equal access to the curriculum
 - All children have equal access to extra-curricular activities such as Educational Visits
 - Staff need to have an awareness of the demands of the individual and endeavour to give equal attention and speak in the same manner to all children, avoiding bias when praising or disciplining.
 - All children must have an opportunity to take books home to read
- Our aim is to have a zero incidence of, and tolerance for, discriminatory behaviour

MANAGEMENT AND ORGANISATION

- To review all policies to ensure that each area, whether a whole school issue or a curriculum subject, takes account of the specific ways in which equal opportunities applies
- To monitor academic achievement by analysing progress and attainment results by sex, race & ethnicity.

ETHOS

- To ensure that displays around the school reflect a variety of positive images which are free from stereotyping associated with gender, race or physical disability

- To ensure that all gatherings within the school or with an extended audience (such as parents) are free from messages or language which undermine **principles of tolerance or understanding**.

- To encourage adults from a broad spectrum of society to visit the school, particularly to demonstrate role models which are non-traditional for their sex, ethnicity or disability.

- To provide training and support in order to ensure that support staff uphold the principles of equal opportunities in their work with children

- To include in the school's behaviour policy a reference to the avoidance of sexual or racial harassment and abuse, together with clearly understood procedures for dealing with any occurrences

- To ensure that language used in the school is the same for boys and girls and applied equally

- To encourage an understanding of the ways in which language can be used to stereotype and undermine confidence

To ensure that children are not deterred from utilising non-stereotypical toys or role play clothing during their play

- To make clear that sexist and racist abuse is unacceptable and will be logged.

- To ensure that school publications reflect the commitment to equal opportunities and are free from gender or cultural bias

- To encourage and develop positive links with the local community

- To make all visitors feel welcome.

CLASSROOM PRACTICE AND DELIVERY

- To ensure equal access to resources, equipment and toys

- To take steps to build the skills and confidence of children in areas where they may traditionally be lacking in confidence.

- To ensure equal opportunities for talking and listening in whole key worker group discussion and in the free-flow learning environment.

- To divide teacher/key worker time equitably between girls and boys

- To create an environment in which co-operation is central and children are encouraged to play with a range of different children and utilise concepts of caring, sharing and being kind

- To teach children the skills to resolve conflicts and become assertive

CURRICULUM PLANNING & DESIGN

- To review the planned adult-led focus tasks and actively seek opportunities to address the issues of equal opportunities

- To ensure that multi-cultural issues are not presented in a tokenistic way

To be aware of, and challenge, bias and stereotypical viewpoints within our teaching and language e.g. only presenting images of Africa or India, as poor and rural

- To draw on examples from many cultural traditions and recognise Britain as having a diverse cultural background

- To help children explore the idea of 'stereotyping' in order that they can make more informed choices in relation to their identity (i.e. gender, ethnic or cultural background, disability)
- To be aware of the balance of male/female roles, disabled/able-bodied and roles from a variety of cultural backgrounds, when choosing historical figures or the work of artists, composers, authors etc. as a focus for a curriculum area.

ASSESSMENT

- To monitor assessment procedures to ensure that they are not distorted by stereotyped attitudes and expectations

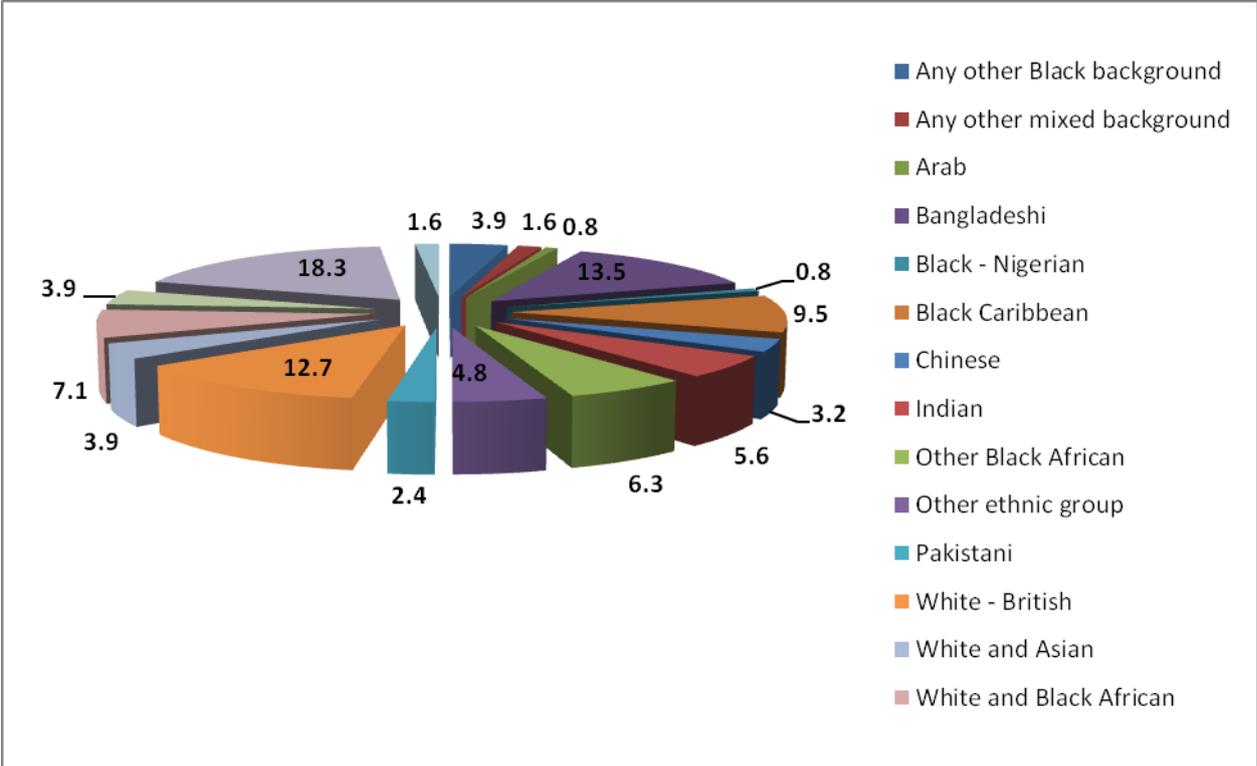
RESOURCES

- To prepare and select resources which are free from cultural or gender bias, wherever possible
- Biased resources may be used but only as a means of provoking discussion of equal opportunities issues.

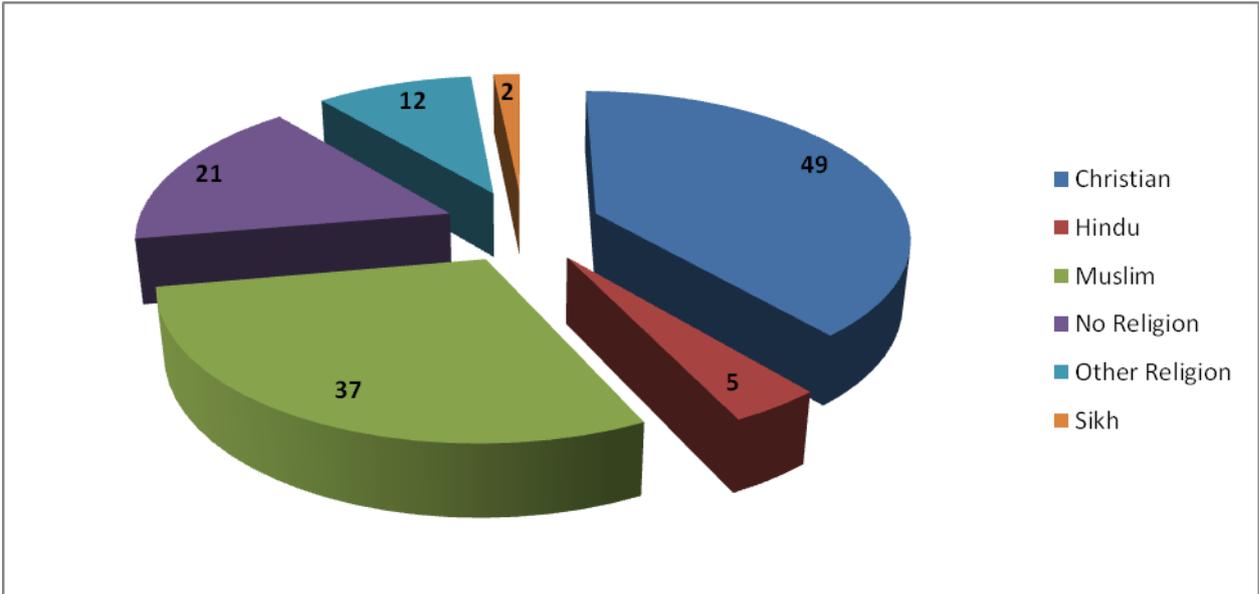
Equalities Information and Analysis

Who comes to our school?

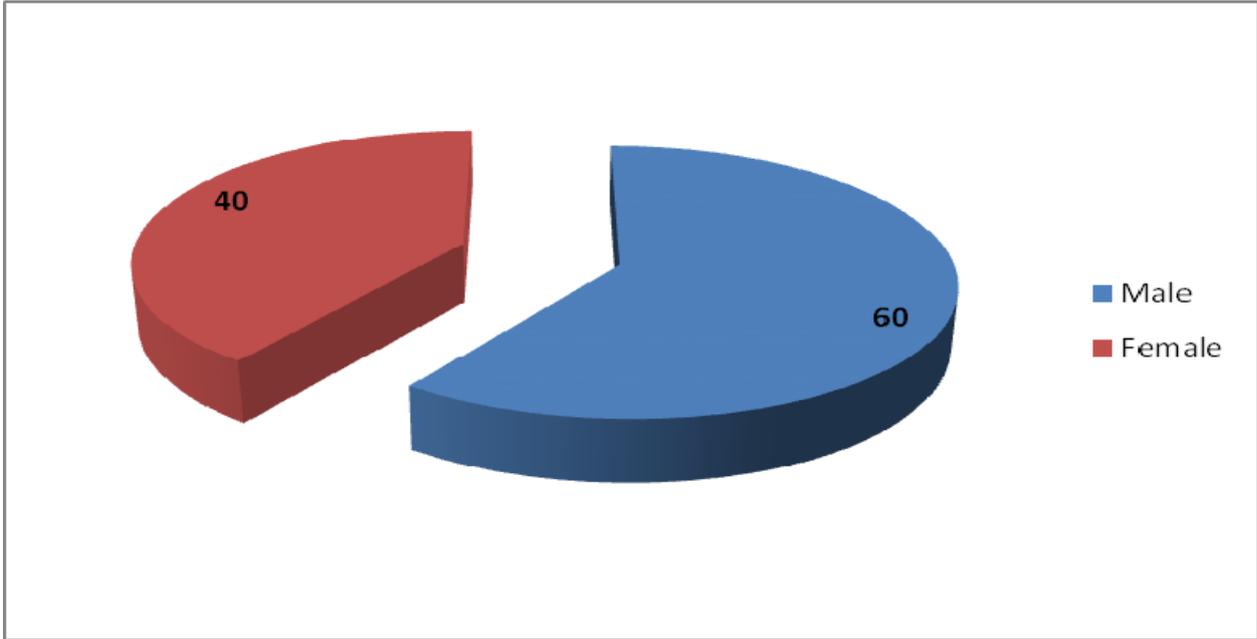
Ethnicity Percentages within the school (information taken from January 2017)



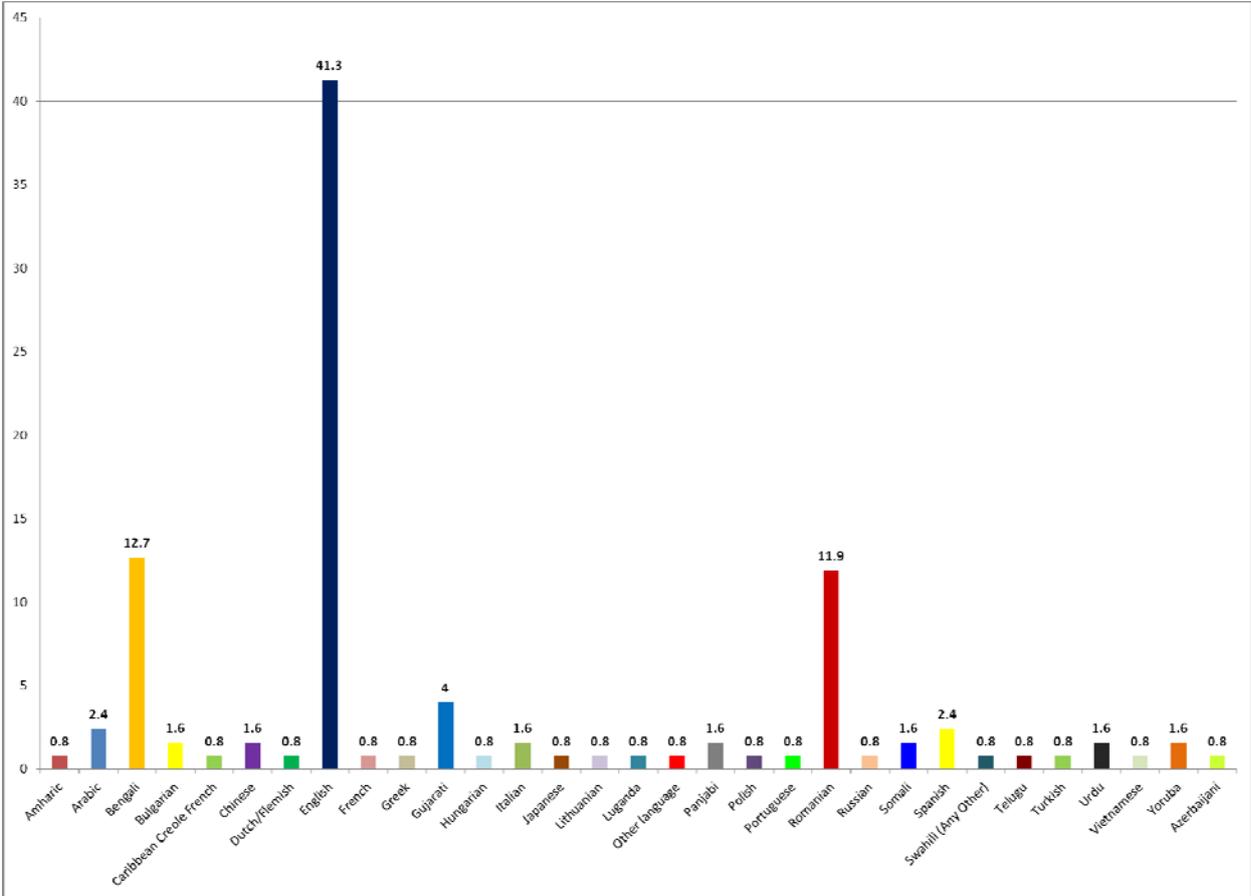
Religious beliefs percentages within the school (information taken from January 2017)



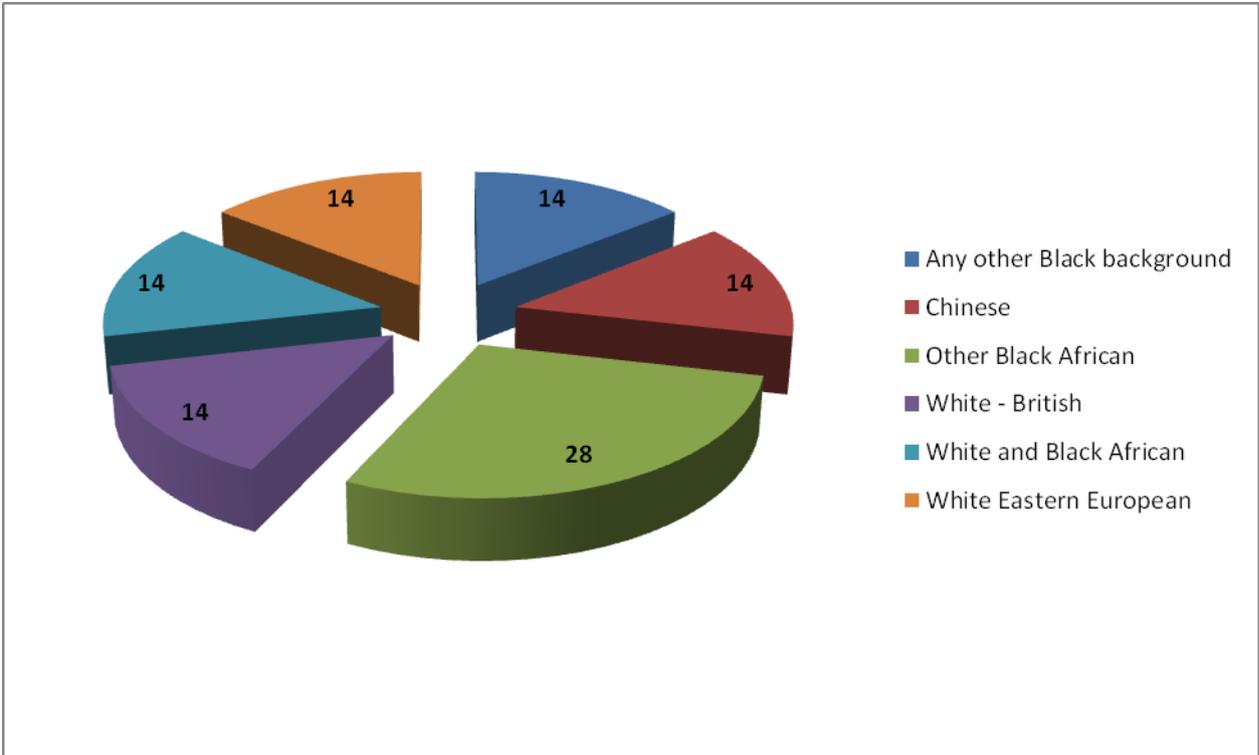
Gender percentages within the school (information taken from January 2017)



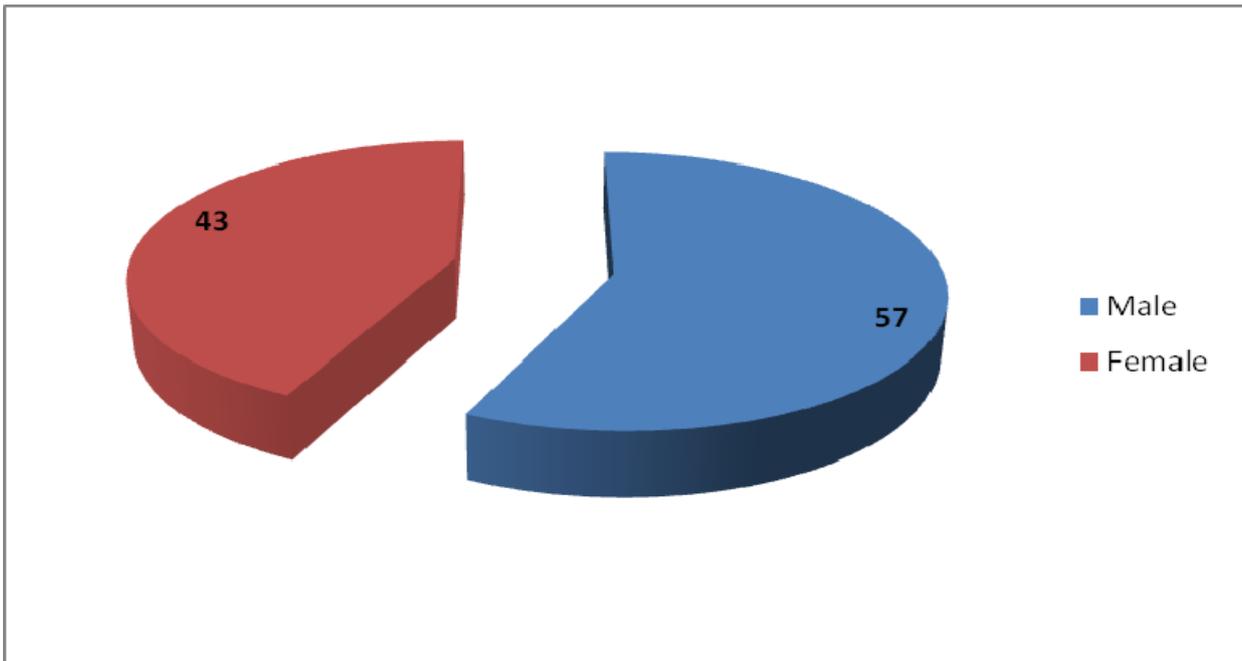
First languages spoken within the school (information taken from January 2017)



Ethnicity percentages of children on the Inclusion Register (information taken from January 2017)



Gender percentages of children on the Inclusion Register (information taken from January 2017)



Analysis of the school population:

Rebecca Cheetham Nursery and Children’s centre is a smaller than average school setting that also is the lead provider of Children’s Centre services for the Stratford and West Ham Community Neighbourhood.

Our numbers on roll vary considerably each term as we take children sporadically throughout the year according to their level of eligibility. Our numbers at the January census were as follows:

Govt. funded 3 & 4 year olds only (no top-ups)	55
30 Hour Children	31
Extended Day Children 3 & 4 year olds	13
Govt. funded 2 year olds	15
Extended day 2 year olds	12
TOTAL:	126

This total figure is about 20 individual pupils lower than the previous year as we have more children taking up two places due to the 30 hour offer.

Almost all pupils come from the local area with exceptions being parents/carers that work in the local area.

58.7% of children speak English as an additional language with a total of 30 languages spoken other than English.

87.3% of our children come from 14 different ethnic minorities.

Currently 5.5% of our children are statemented as having Special Educational Needs; of this figure 43% of these children need high level support (one-to-one). This figure is lower than previous years.

Attendance

End of year Rebecca Cheetham attendance for period 2015/16

Name of School	2 year old %	3 & 4 year old %
Rebecca Cheetham Nursery	89.2	91.8

Current attendance figures for the year 2016/17 (January 2017)

Name of School	2 year old %	3 & 4 year old %	Overall
Rebecca Cheetham Nursery	88.6	90.6	90.2

- We call parents who haven't called us on the first and subsequent day of absence.
- School attendance data is scrutinised to ensure non-attendance is followed up.
- All children with absence below 80% are investigated. Poor or irregular patterns of attendance are discussed with families. Intervention meetings with parents focus on identification of the reasons behind attendance issues. Strategies are put in place and monitored.
- Staff across the school and CC work together to help families bring their children on time and regularly.

We also work hard against the fact that Nursery education is not statutory and put a lot of effort in teaching families the value of regular nursery attendance.

Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act

At Rebecca Cheetham Nursery and Children's Centre we will not tolerate or condone any form of harassment and bullying either of pupils or our staff. We recognise that all staff and Governors share responsibility for the implementation of our Public Sector Equality Duty (PSED).

Governors are responsible for:

- ensuring the school adopts and reflects the relevant equality legislation
- ensuring that the school PSED and its procedures are followed

The membership of the Governing Body reflects a broad spectrum of the school population including several from protected groups.

The Executive Head Teacher is responsible for:

- ensuring the PSED and its procedures are followed
- ensuring the PSED is readily available and that the governors, staff, pupils, and their parents and guardians know about it
- producing regular information for staff and governors about the School Equality Objectives and how they are working
- ensuring that all staff know their responsibilities and receive training and support in carrying these out
- taking action in cases of harassment and discrimination against members of any protected group

All staff are responsible for the recognition and appropriate response to:

- racist, homophobic and other hate-incidents
- the recognition and tackling of bias and stereotyping
- the promotion of equal opportunities
- the avoidance of discrimination against anyone and, in particular, members of protected groups
- the need for keeping up to date with the law on discrimination
- the opportunity for taking up training and learning opportunities
- community users / contractors / visitors / link tie up

Attitudes that promote discrimination are challenged by all staff and other stakeholders, including the children. Any discriminatory incidents are dealt with seriously and parents informed of actions taken. In line with Local Authority policy any racist incidents are registered there. Further enrolment at the school is in accord with Local Authority admissions policies with the school administering a non-selective approach. We have an Anti-Bullying policy in line with Local Authority standards.

Advancing equality of opportunity between people who share a protected characteristic and those who do not

Rebecca Cheetham Nursery and Children's Centre is an inclusive school and we provide good access to education with the achievement and attainment of all pupils being promoted. Pupil progress meetings between senior managers and teachers are well embedded in school practice and help to ensure informed emphasis (usually in the form of allocation of human and academic resources and materials) towards protected groups.

Our Nurture Groups work extremely well in ensuring all children are given an given equal opportunity to access the learning. Children are allocated to a group depending on the level of progress they have made and in the specific areas they need intervention. Our SEND children are given further support and their learning is differentiated in order to make sure they are exposed to the topics or themes embedded in the planning.

In addition, we discuss children on a daily basis in our morning meeting in order to make sure all children are given equal opportunity to access the provision and the learning that takes place within.

Fostering good relations between people who share a protected characteristic and those who do not

Rebecca Cheetham Nursery and Children's Centre has a diverse enrolment in terms of ethnicity, cultures, religious affiliation and social position with some groups proving to be transient according to family mobility and some of this diversity has been explored in the graphs above.

The school fully supports the Local Authority's initiatives to ensure that parents from ethnic minorities are encouraged to participate in school activities ranging from nomination as

school governors to reading to the children in their home language or to come in to teach us about culture (Chinese New Year, for example). Data on ethnicity/gender/home language and achievement are shared with staff and school stakeholders and, we make every effort to help translate information during a meeting with a parent and have endeavoured to have our website enabled to be translated in a large variety of languages.

Provision for the social and emotional well-being of pupils has been a strength at Rebecca Cheetham Nursery and Children's Centre. Through our transition programme, children are settled into their new environment and quickly make friends and integrate into the learning environment. Regular Personal, Social and Emotional Development sessions help to ensure children feel a part of the school community and that their development in making relationships and having a voice are nurtured.

At Rebecca Cheetham Nursery and Children's Centre, the views and concerns of all areas of the school community are valued and acted upon when necessary. We elicit feedback from parents/carers in an annual survey and have also initiated a pupil survey in order to ascertain children's views.

The existence of a range of religious beliefs and cultures is viewed positively in everything the school undertakes from the careful displays in and around the school to themed work around celebrations such as Eid, Christmas, Chinese New Year, Diwali, amongst others. We also celebrate Black History Month and have an annual International Day where we celebrate ethnic diversity within the school through clothing and food. Books available for children also aim to show diversity in families and family make-up, including same-sex parents.

At the school our focus on community links includes promoting cohesion across different cultures and religious or non-religious, ethnic and socio-economic groups. We recognise and address the responsibility that is involved in equipping children to live and thrive alongside people from many different backgrounds. Other contributions to fostering good relations between protected groups and others can be seen in these areas:

- teaching, learning and the curriculum: using the curriculum to value diversity whilst also promoting shared values.
- equity and excellence: ensuring equity and high standards for all and tackling underperformance by any particular group
- engagement and extended services: engaging with the children centre, other schools, parents and the community, as well as local authorities and other partners in developing extended services

Participation, Engagement and Satisfaction with our Equal Opportunities Policy

In developing our scheme and objectives, we have involved a range of stakeholders, for example pupils, parents and carers, staff as follows: questionnaires to pupils, parents and teachers.

Workforce – staffing and training

At Rebecca Cheetham Nursery and Children's Centre it is recognised that a diverse workforce (which could include people in protected groups) can bring benefits in promoting opportunity, fostering good relations and prohibiting harassment which include:

- An enhanced choice in recruitment
- Retention of workforce skills and reduced training costs
- Growth of in-house knowledge base concerning the needs of people in protected groups
- The provision of role models for children and young people
- The introduction of new life experiences and skills to the school.
- Improved staff morale due to the perception that everyone is valued.

Advertisements for staff communicate an invitation for all professionals to apply, including those from protected groups. All vacancies are, in fact, advertised in this way. Men (on the school staff) of a range of ethnicities help towards the provision of positive role models to children from protected groups.

Monitoring and Reviewing of this policy

This policy will be reviewed every four years, or any time there is an update or change to equality legislation, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the school and nationally.

Equality Objectives: 1. Advance Equality of Opportunity Between People who share a protected characteristic and those who do not.													
Date: January 2017													
Objective	Success criteria	Equality Strand (protected characteristic)									Lead Person:	Links school policy or school development/ improvement plan	Actioned by (date)
		Disability	Age	Marriage/Civil Partnership	Sex/Gender	Race	Religion/Belief	Pregnancy/Maternal	Sexual Orientation	Gender Reassignment			
To continue to ensure the equality of opportunity for SEND pupils through differentiated planning and quality time with a suitably experienced adult.	Children with SEND make more than average progress through B Squared	√	√		√	√	√		√	√	Inclusion manager / SENCO	SDP Priority 2	On going.
To continue to monitor EAL language development through a monitoring tool to ensure children are making sufficient progress in speaking and understanding English.	Children with EAL make good to excellent progress in all Prime Areas and in Reading.	√	√		√	√	√		√	√	Classroom Teachers	EAL policy	Termly
To create a learning environment in EYFS which is stimulating, inspirational and imaginative	Our Environment Learning Walks identify what is working well and give us opportunities to improve. All areas for improvement are actioned	√	√		√	√	√		√	√	Class Teachers / Room Leaders	SDP priority 5	On going
To provide support for vulnerable families and children through the use of the School's Family Support Team utilising, where necessary, the Early Help Record. An example, FE2 parent workshops.	Analysis of the FE2 parent workshops Data will show that children attainment, attendance and enjoyment have increased.	√	√		√	√	√		√	√	Early Education Practitioner	SDP Priority 3	On going

Equality Objectives: 2. Foster good relations between people who share a protected characteristic and those who do not.

Date: January 2017

		Equality Strand (protected characteristic)											
Objective	Success criteria	Disability	Age	Marriage/Civil Partnership	Sex/Gender	Race	Religion/Belief	Pregnancy/Maternal	Sexual Orientation	Gender Reassignment	Lead Person:	Links school policy or school development/improvement plan	Actioned by (date)
		To meet regularly with parents/carers of our SEND children to discuss progress and to ensure consistency between nursery practice and home life, whilst utilising professional input throughout.	Children with SEND will make good progress and parents have strategies to employ at home to ensure consistency for the child and give them a better chance at success.	√	√		√	√	√				
To equip parents with strategies to deal with any challenging behaviour presented at home.	Parents whose children present challenging behaviour are targeted for our Triple P programme. Parent Forum workshops will provide intervention before behaviour becomes problematic.	√	√		√	√	√		√	√	SLT	EAL policy	Termly
That children identified in our Nurture groups make good progress resulting in them not requiring intervention any more, allowing them to spend more time utilising the free-flow provision.	Data will show the progress that children in Nurture groups have made.	√	√		√	√	√		√	√	SLT Nurture Group Facilitator	SDP Priority 2	On going

Equality Objectives: 3. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act

Date: January 2017

		Equality Strand (protected characteristic)												
Objective	Success criteria	Disability	Age	Marriage/Civil Partnership	Sex/Gender	Race	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Gender Reassignment	Lead Person:	Links school policy or school development/improvement plan	Actioned by (date)	
		Increase staff and stakeholder understanding of Equality Duty and it's implication on a day to day basis	Share Equality Duty in staff meeting/ governors and on school website. Relevant school policies are on the website	√	√		√	√	√					√
To continue to promote tolerance and empathy of each other as part of the wider community	Classrooms will have a variety of books and resources that promote diversity and difference in a variety of characteristics identified to the right. Children with SEND are fully included and play an active part in the school. Wider community tolerant and familiar with ethos of inclusion in the school.	√	√		√	√	√		√	√	All Stakeholders		On going	
To monitor the protected characteristics.	Incidents of discrimination, harassment continue to be monitored and appropriate action to be taken. Behaviour and Safety is outstanding	√	√		√	√	√		√	√	Inclusion Manager / SLT	SDP 3	On going	