

Equal Opportunities Policy



Policy statement

ACE is committed to valuing diversity and promoting equality of opportunity for all. We seek to challenge prejudice and discrimination in an environment which promotes British and other values, giving children and their families a sense of belonging. We recognise each child is unique and we aim to meet their individual needs in order for them to achieve their full potential. We promote and encourage positive attitudes and relationships between all our children, families and the wider community.

The diversity of families and staff in our setting - Our demographic statement

ACE Nursery School is registered to take 40 children at any one time divided between the Puffin Group (47% boys) and Penguin Group (46% boys). We currently have 58 boys and girls on roll and this academic year we have 28 boys and 30 girls. The setting's intake is predominately white British but in recent academic years there has been an increase in children from other cultures, currently 33% is the level of children with English as an additional language (a drop of 3% from last year). 0% of our children have a statement of educational needs, 0% of our children are SEND (Special Educational Needs and Disabilities). We employ 9 teaching staff, 33% speak English as an additional language (a drop of 10% from last year). By publishing this information, we demonstrate our commitment to the specific duty of the Equality Act 2010.

Recognising and respecting diversity

Treating people equally does not necessarily involve treating them the same. Our policies, procedures and activities promote equality and we challenge discriminatory behaviour and language. Taking into account different life experiences, the diverse nature of families, their backgrounds and individual needs and the types of barriers and disadvantages that people may face.

We respect the religious beliefs and practices of all staff, children and families, and comply with reasonable requests relating to religious observance and practice.

Admissions and transitions

We review our admissions policy regularly and base it on a fair system. We encourage maximum participation of all community groups by offering admission to children of families irrespective of where they live, their cultural background, family unit and will make reasonable adjustment to facilitate places for all children. ACE aims to fully support all transition phases and understands that different children and their families may need different levels of support to achieve smooth transitions.

ACE offers flexible payment systems when required and offer a bursary fund to support families financially in times of need.

Communication and information

We value and respect all communication with children, parents/carers, staff and other professionals. We endeavour to listen and schedule meetings at accessible and convenient times.

We aim to make information accessible to families using a range of formats including verbal and visual with clearly written information. We would endeavour to offer translated documents if required.

We aim to ensure the content of this policy is known to all staff, parents and carers by having copies available in the setting, including it as part of staff induction and displaying it on our website. We will share the names of our Special Educational Needs and Disabilities co-ordinator and Equal Opportunities co-ordinator with families. We provide a complaints procedure as part of our policy documents and a complaints summary record for families is available upon request.

Setting ethos, positive attitudes and relationships and a shared sense of cohesion and belonging

Our policies, procedures and activities will promote positive interaction, good relationships and respect between individuals, groups and communities.

Resources, activities and the ACE environment

We aim to promote an inclusive ethos and offer children a range of relevant resources that positively reflect diversity, as well as suitable activities that reflect their interests. We make reasonable adjustments to ensure planning reflects equality of access to resources and activities for all children, including those with SEND and those who speak English as an additional language. We encourage children who are able to, to speak their home languages as we understand the value this has in contributing to a positive sense of identity, learning and general linguistic development.

Staff

We ensure all staff; including volunteers and parents on the ACE Parent Committee receive appropriate training and opportunities for professional development to enable them to learn how to promote anti-discriminatory and inclusive practices.

We ensure staff are confident and fully trained to meet the individual needs of the children e.g. in administering medicines and performing intimate care procedures when these are needed.

Employment and staffing

- * Posts are advertised and all applicants are judged against explicit and fair criteria.
- * Applicants are welcomed from all backgrounds and we aim for staffing to represent the diversity of the community.
- * All job descriptions include the promotion of equality as part of their specifications.
- * All interviews include at least one equality and one SEN/D question

Designated roles and responsibilities

- * Our Special Educational Needs and Disabilities (SEND) lead is Diana Church and 2nd Designated Person is Lindsey Johnson. Diana and Lindsey co-ordinate the provision for children with SEND, they work in partnership with parents, staff and external agencies and ensures appropriate record keeping procedures are in place.
- * Our designated person for Equal Opportunities (ENCo) is Virginie Ghanime. Virginie co-ordinates the development of equalities provision throughout the Nursery School.

Incidents

ACE is opposed to all forms of prejudice and will take action against discriminatory behaviour (including that of staff, parents/carers, children and any visitors to our setting).

ACE aims to foster a culture where prejudice related incidents are proactively dealt with and reported.

We will follow the guidance in the staff ENCo handbook regarding prejudice related incidents.

We keep a record of prejudice related incidents and feedback anonymous data to the local authority.

Closing the gap

ACE aims to identify the vulnerable and underachieving groups within our setting by completing termly tracking documents, we then put into place strategies to help close the gap in achievement.

SEND is a recognised vulnerable group. At ACE we understand the need for early identification and assessment; we work closely with families offering a differentiated curriculum, targeted learning and development to improve outcomes for children with SEND.

We adhere to the Code of Practice for SEN 2015 and seek further support via an **Early Help Assessment (EHA)** when appropriate.

Meeting the specific duties of the Equality Act 2010

We acknowledge our commitment to the specific duties under the Equality Act 2010. Equalities information forms part of this policy which is available to all on our website and also for staff and families in the nursery school.

Monitoring and review

We review our equalities policy at least on an annual basis. The policy is shared with staff and the parents' committee, allowing everyone the opportunity to suggest ideas.

Copies of the policy can be found on the website, Parents' Room and in the staffroom.

ACE's Statement Regarding the Prevent Duty

All schools have a duty to protect children at risk of radicalisation. The Department for Education Guidance in relation to this duty states:

"In order for schools and childcare providers to fulfil the Prevent Duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. Schools and childcare providers can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views"

If you would like to find out more about *Prevent*, you can read the departmental advice in full by following this link:

www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

As a school we support and actively promote the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These are the fundamental values of Britain and of many other communities of the world and we are delighted that many of these communities are represented in our school.

These values, which we refer to as 'Human Values in Society' are firmly embedded at ACE and are promoted as follows:

* We support children's personal, social and emotional development (PSED) by giving them opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they're going to use the play resources. Children are supported to take turns, share, collaborate and make decisions together.

* Children are supported to manage their own feelings and behaviour; about learning right from wrong; about behaving within agreed and clearly defined boundaries and about dealing with the consequences.

* We focus on children's self-confidence, self-awareness, people and communities. We help children to develop a positive sense of themselves and give them time, and space to explore the language of feelings and responsibility, reflect on their differences and understand that we are all free to have different opinions.

* We teach the children to treat others as we want to be treated, how to be part of a wider community, manage their feelings and behaviour. We want children to appreciate and respect their own culture, and the culture of others, and form relationships with others.

Policy Adopted: Spring 2020

Signed: *Lisa Tuohy*

Signed: *Virginie Ghanime*

Review date: Autumn term 2020

Position: Headteacher

Position: Designed ENCo