



Equality Policy

This policy sets out Guildford Nursery School and Children's Centre's approach to promoting equality, as defined within the Equality Act (2010). It covers age, sex, race, disability, religion or belief, sexual orientation, staff/parents/carers who are pregnant, undergoing or who have undergone gender reassignment

The Centre Context

Guildford Nursery School and Children's Centre is located at two sites in Guildford, one in the centre of town and the other in the middle of a housing estate. Our Children's Centre offers integrated care and education and a wide range of family services. It enables us to offer support to our most vulnerable families at an early stage. Guildford Nursery School and Children's Centre nursery schools do not have a catchment area. Where demand exceeds places available children are admitted on the basis of prioritised needs (as per admissions policy).

- Hazel Avenue is in a residential area in the north of Guildford within a highly disadvantaged super output area – 19%. There is a range of private and social housing in the vicinity.
- York Road site is in the heart of Guildford town centre in a super output area ranked 44% disadvantaged. There is a range of private and social housing in the near vicinity (town houses, flats, apartments, single parent supported accommodation, and a 'Refuge') and good public transport links from other areas of deprivation/social need.
- The Children's Centre core purpose is to improve outcomes for young children and their families, with a particular focus on the most disadvantaged families. Consequently we have a high number of children from disadvantaged backgrounds.
- Both sites also attract families from higher economic bands.
- The nursery has children with a range of special needs including a small number who occupy a named place within our resourced unit for children with possible, or already identified, Special Educational Needs/Disability (see SEND policy and SEND Information Report).

Equality – aims and values

Guildford Nursery School and Children's Centre aims to provide equality and excellence for all in order to promote the highest possible standards. Our Centre aims to create a common vision and sense of belonging amongst all communities - a society in which the diversity of people's backgrounds and circumstances is appreciated and valued.

As an organisation we embrace diversity, challenge all discrimination and celebrate that we are all unique individuals. We aim to make Guildford Nursery School and Children's Centre a welcoming, safe and happy place where everyone feels comfortable, confident and valued for who they are. We aim to treat everyone fairly, learn about other people's differences and each have our own individual characteristics respected. We aim to educate and inform users, parents, carers and staff about equality, diversity and inclusion following agreed procedures and strategies. We aim to make the policy known to parents and carers, staff, children and other users and service providers.

We recognise that all families and individuals are different and face different challenges. We recognise that equality is not about treating everyone the same but treating everyone fairly. We recognise that some groups in society and within our community, have language, social, economic or other barriers to success, are at risk of underachievement and may need more encouragement to access services. We acknowledge that children, families and workers come to our Centre from a variety of backgrounds and beliefs, have a variety of individual needs and that some may face discrimination.

We believe that everyone deserves the chance to have a good start in life, and all children and adults can have their individual qualities, abilities and needs recognised and be treated fairly and with respect. We believe that we can make a difference for all children and families by embracing diversity, meeting individual needs and empowering all centre users. We believe that we can promote equality and respect by providing opportunities to broaden everyone's knowledge and understanding of similarities and differences through a range of strategies, positive visual images and resources. We believe that it is unacceptable to discriminate against others or treat people badly through opinions.

Roles and Responsibilities

Centre governors are responsible for:

- making sure that Guildford Nursery School and Children's Centre complies with current equality legislation
- making sure this policy and it's procedures are followed

The Head Teacher is responsible for:

- making sure the policy is accessible to all and that governors, staff, parents/carers, families and visitors know about it
- ensuring procedures are followed by all members of the community
- producing regular updates and information to staff and governors and providing training if necessary
- taking appropriate action in cases of harassment and discrimination
- dealing with discrimination – including racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping

All staff are responsible for:

- modelling good practice, dealing with discriminatory incidents and recognising bias and stereotyping
- promoting equality and diversity for all
- keeping up to date with the law on equality issues and going on relevant training courses
- promoting equality, developing good community relationships and avoiding discrimination against anyone for reasons of race, colour, nationality ethnic or national origins, gender and gender identity, disability, religion or belief, sexual orientation or socio-economic circumstances

Children are responsible for:

- valuing each other as individuals and respecting different values and beliefs
- being kind to each other

Parents/Carers and visitors are responsible for:

- being familiar with and following our equality policy
- modelling good practice
- alerting the Head Teacher, staff or the Governing body to any discriminatory incidents

Visitors and contractors are responsible for:

- being aware of and complying with our Equality Policy

Responsibility for overseeing equality practices at Guildford Nursery School and Children's Centre lies with the Head Teacher; two Deputy Heads of Centre (Integrated Care and Education and Family Services); and nominated governor

Responsibilities include:

- coordinating and monitoring good practice on equality issues
- dealing with and monitoring reports of harassment
- monitoring the progress and attainment of vulnerable groups of children (e.g. looked after children, children from minority backgrounds, children with additional needs etc).

Monitoring, reviewing, assessing impact:

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

April 2015

Appendix 1.

Information showing compliance with the General Duty:

Duty	Actions taken
Eliminate conduct that is prohibited by the Act	<ul style="list-style-type: none">• We have reviewed the Children's Centre and Nursery School aims and core purpose and understand the importance of equality and inclusion in a community setting. We recognise that our children belong to a world that is diverse and multi-cultural.• We are working towards achieving the Equalities Award• There are very few reported incidents of any kind of discriminatory or prejudice related bullying. Those which do occur are managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities• The school has an Equality Policy and an Accessibility Plan
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	<ul style="list-style-type: none">• Children who have particular needs are well supported across all areas of nursery and children's centre and make progress in line with expectations• We make reasonable adjustments for staff, children and stakeholders who may have a protected characteristic• There are systems in place to monitor and track pupil attainment• Care, guidance and support is outstanding. Groups and individuals are tracked where relevant and staff are careful to intervene to prevent incidents of behaviour or bullying• Our Policies (as listed below) are reviewed on a frequent basis by governors and staff. Parents can access all policies and share their views at any time.
Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it	<ul style="list-style-type: none">• Equality and Inclusion are central to our Children's Centre and Nursery School ethos.• Planning across areas focusses on identifying and developing shared values. There are many opportunities throughout the year to learn about difference and diversity within our own community and in the wider world.• Resources are provided to represent our diverse and multi-cultural world.

Equality Analysis to be undertaken through review of the following policies:

Admissions, Assessment, Behaviour, Display, Equality, Food & Drink, Learning & Teaching, Medical Needs, Partnership with Parents, Race Equality, Recruitment & Selection, Special Educational Needs/Disability, Volunteer Placement, Equipment and Resources.

Engagement to be undertaken with stakeholders
Staff, Parents, Governors, Other Users

Appendix 2

Equality Objectives

Characteristic	Objective	Success Criteria	Date for Review	Responsibility
All	Continue to review all policies and undertake a comprehensive practice review to audit equalities issues and impact	Policies Reviewed Equalities Award achieved	On-going-rolling programme July 2016	Governors/SLT SLT/SENDCo
Race	Children gain increased understanding and awareness of racial diversity through activities and opportunities throughout the Children's Centre and Nursery School	Planning Documents Celebrating Culture events	July 2016 July 2016	DHT's DHT (Family Services)
Gender	To narrow the gap in attainment for boys	Boys attainment continues to rise and is in line with expectation	July 2016	DHT/QTS FSP
All	To identify trends of attainment for other sub-groups	All children meet personal attainment targets	July 2016	DHT/QTS
Disability	Steps are taken to reduce and/or eliminate negative stereotypes of disability and to promote positive understanding	The children and all Centre users are used to having peers with profound disabilities and positive relationships develop	On-going	SENDCo
All	Quality Communications with all stakeholders are improved	Communications available in a range of formats.	July 2016	SLT / Governors

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