



Equality, diversity and inclusion policy

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For the purposes of this document Guildford Nursery School and Family Centre will be referred to as GNSFC. When we say “parent” we mean “parents and carers”.

GNSFC is committed to equality and valuing diversity and actively supports practices that promote genuine equality of opportunity for all staff and children.

1. Introduction

GNSFC is committed to promoting a positive and diverse culture in which all staff, families and children are valued and supported to fulfil their potential irrespective of their protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We recognise our obligations under the Equality Act 2010 and are committed to promoting the equality, diversity and inclusion of all those we work with especially our staff, families, children and visitors. We oppose all forms of unlawful and unfair discrimination, bullying and harassment and will make every effort to comply with the requirements of the Act and its subsequent provisions.

The following groups have been identified as key recipients in terms of the provision of this statement:

- Are being looked after or on the edge of care
- Have special educational needs/learning difficulties and disabilities
- Are excluded or at risk of exclusion from school
- Are at risk of homelessness, are homeless
- Are living in a refuge or just moved from a refuge
- Are from an ethnic group, including those from Gypsy, Roma, Traveller background
- Have English as an additional language
- Are missing in education
- Have ill health, including hospitalisation, affecting attendance at school
- Are not in education, employment or training (NEET)
- Have drug or alcohol abuse
- Are or have school age/teenage parents
- Are, or whose siblings are, young carers
- Are offending or at risk of offending
- Have mental health issues and whose parents have mental health issues
- Are in receipt of free school meals

- Live in areas of deprivation
- Are gender questioning or going through transition
- Are lesbian, gay or bisexual.

This policy and all associated procedures apply to all staff (including volunteers and pupils on placement), children and visitors and should be read in conjunction with the following policies:

- Complaints policy
- Educational visits policy
- Ending bullying and harassment policy
- Health, safety and welfare policy
- IT policy
- Privacy policy
- Promoting positive behaviour policy
- Recruitment and selection policy
- Safeguarding and child protection policy
- Whistleblowing policy.

Failure to comply with these policies and procedures may result in disciplinary action. Discriminatory treatment, bullying or harassment of staff or children by visitors will also not be tolerated.

2. Our legal duties and compliance

2.1. Our public sector equality duty

As a maintained nursery school, GNSFC has specific duties under the Public Sector Equality Duty (PSED).

We will:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between those who share a protected characteristic and those who do not
- Foster good relations between different groups

To demonstrate compliance, we will:

- Publish information annually showing how we comply with the PSED
- Publish and review our equality objectives at least every four years
- Consider equality implications in all significant decisions and policy developments
- Keep written records of our equality considerations.

2.2. Compliance

Compliance with the Equality Act 2010 is the responsibility of all members of staff. GNSFC does not condone any act of direct discrimination, indirect discrimination, harassment or victimisation. Any breach of this policy may lead to disciplinary action. Any members of staff who experience or witness such discrimination, harassment or victimisation should report it to a member of the senior leadership team.

2.3. Definitions

The Equality Act covers nine protected characteristics upon which discrimination is unlawful:

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

For further information on types of unlawful discrimination see **Appendix 1**.

3. Our commitments and approach

3.1. Our commitment to antiracism

GNSFC is committed to being an actively antiracist organisation. We recognise that being non-racist is not enough; we must actively oppose racism in all its forms. This means:

- Proactively identifying and dismantling racist practices, policies and behaviours
- Educating our whole community about racism, its impact and how to challenge it
- Ensuring our curriculum reflects diverse cultures, histories and contributions, particularly those of Black, Asian and minority ethnic communities
- Monitoring outcomes by ethnicity to identify and address any disparities
- Creating safe spaces for staff, families and children from racialised communities to share their experiences
- Taking swift, decisive action when racist incidents occur
- Regularly reviewing our practices through an antiracist lens.

3.2. Duty to make reasonable adjustments

We will actively seek to make reasonable adjustments, where there is a need to ensure that a disabled person has the same access to everything as a non-disabled person, as far as is reasonable. We will take positive and proactive steps to remove, reduce or prevent the obstacles faced by a disabled individual, as far as is reasonable.

We will make reasonable adjustments for children, staff and families with disabilities by:

- Anticipating needs in advance and planning proactively
- Consulting with disabled individuals about what adjustments would help
- Making adjustments to our physical environment (ramps, visual supports, quiet spaces)
- Providing auxiliary aids and services (communication aids, visual timetables, adapted equipment)
- Adjusting our policies and practices where they create barriers
- Ensuring our accessibility plan is implemented and reviewed annually
- Considering each situation individually, as what's reasonable will vary.

We will not charge families for reasonable adjustments.

For further information, visit the Equality and Human Rights Commission website at:

www.equalityhumanrights.com

3.3. Positive action

Where we identify that certain groups are disadvantaged or underrepresented, we may take positive action to address this. This might include:

- Targeted support or interventions for specific groups
- Encouraging applications from underrepresented groups in recruitment
- Specific initiatives to engage families from particular communities

Any positive action will be proportionate and aimed at achieving specific equality goals.

4. How we promote equality in practice

4.1. Admissions policy

Our admissions criteria are defined under the admissions policy and are applied consistently to every child, irrespective of any protected characteristic.

4.2. Curriculum delivery

The curriculum is crucial to tackling inequalities for children including gender stereotyping, preventing bullying and raising attainment for certain groups. The principles of equality, diversity and inclusion are

embedded in our academic and social curriculum. Positive and proactive steps will be taken to prevent discrimination against, or victimisation of, any child in the provision of education or access to any benefit, facility or service including educational trips.

Our curriculum actively promotes equality, diversity and inclusion by:

- Celebrating diversity through our teaching, resources, displays and stories
- Ensuring children see themselves and their families reflected positively in our provision
- Challenging stereotypes about gender, race, disability, family structures and other characteristics
- Teaching children to recognise and challenge unfairness
- Providing opportunities to learn about different cultures, faiths and ways of life
- Using persona dolls, stories and age-appropriate discussions to explore difference and similarity
- Ensuring our outdoor and indoor environments are accessible to all children
- Adapting activities and resources to ensure all children can participate meaningfully

4.3. Working in partnership with families

We recognise that families are experts on their children. We will:

- Actively seek and value the views of families from all backgrounds
- Ensure our communication is accessible (translated materials, visual formats, etc.)
- Create opportunities for families to share their cultures, languages and traditions
- Address any concerns about discrimination promptly and sensitively
- Provide information about our equality work and how families can support it at home.

4.4. Recruitment and selection

All employees, whether part-time, full-time, temporary or permanent will be treated fairly and equally. We will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. Selections will be made based on aptitude, ability and/or merit, where appropriate. Where appropriate, GNSFC will endeavour to make all reasonable and effective adjustments during the recruitment and selection process. Where recruitment and selection are carried out by a third party, on behalf of GNSFC, we will take all reasonable steps to ensure they adhere to the principles of this policy.

4.5. Staff training and development

All staff will receive:

- Equality, diversity and inclusion training during induction
- Regular updates on equality legislation and best practice
- Specific training on antiracism, unconscious bias and cultural competence
- Training on supporting children with SEND and making reasonable adjustments
- Training on supporting LGBTQ+ families and gender-questioning children

Training needs will be identified through performance management and policy reviews.

5. Roles and responsibilities

The designated senior member of staff with overall responsibility for all equality, diversity and inclusion matters at GNSFC is the Headteacher. For further information on the roles and responsibilities of the Designated Person see **Appendix 2**.

It is the responsibility of all staff to:

- Treat colleagues, children, families and visitors with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation.
- Support and participate in any measures introduced to promote equality, diversity and inclusion.
- Actively challenge discrimination and disadvantage in accordance with their responsibilities.
- Report any issues associated with equality, diversity and inclusion in accordance with this policy.

It is important to appreciate that an employee is *personally responsible* for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the

employer is also liable. Any attempt to instruct, cause or induce another person to discriminate, harass or victimise a third person will also amount to unlawful discrimination and any employee doing so will be subject to disciplinary action.

6. Responding to issues

6.1. Responding to racist incidents

We define a racist incident as any incident perceived to be racist by the victim or any other person.

When a racist incident occurs, we will:

- Intervene immediately to stop the behaviour and ensure the victim feels safe
- Record the incident in detail, including the impact on the victim
- Inform parents of all children involved within the same week
- Address the behaviour with the perpetrator in an age-appropriate way, explaining why it's unacceptable
- Provide support to the victim and monitor their wellbeing
- Report the incident to governors termly (anonymised data)
- Use the incident as a learning opportunity for the whole setting where appropriate
- Review our practice to prevent recurrence

6.2. Reporting and recording incidents of discrimination and harassment

All incidents of discriminatory treatment, bullying and harassment must be reported to a member of the senior leadership team and recorded as soon as is reasonably possible (and in any event within 24 hours of the incident). All bullying-related incidents (confirmed or otherwise), will be addressed in accordance with our ending bullying and harassment policy.

6.3. Complaints and grievances

If an individual believes that they have been discriminated against, harassed or victimised, they are asked to follow our complaints or grievance procedure.

7. Monitoring and review

7.1. Monitoring and analysing equality data

We will regularly collect, analyse and act upon data relating to:

- Children's progress and outcomes by protected characteristic (particularly ethnicity, SEND, disadvantage)
- Attendance patterns
- Behaviour incidents and exclusions (if applicable)
- Participation in activities and trips
- Staff recruitment, retention and progression
- Incidents of discrimination, harassment or bullying

This data will be reviewed termly by the leadership team and annually by governors to identify any disparities and inform action planning.

7.2. Implementation, monitoring, evaluation and review

The designated senior member of staff with overall responsibility for the implementation, monitoring and evaluation of the 'equality, diversity and inclusion policy' is the Headteacher.

The designated member of staff is also responsible for ensuring that all children, staff, parents and placing local authorities are aware of our policy. Additional support would also be provided to any parent or significant person, wishing to know more about the policy and procedures outlined above. A copy of this policy document is available for inspection on the premises during office hours and an electronic copy is posted on our [website](#).

This policy document will be reviewed and publicised in writing, at least annually and, if necessary, more frequently in response to any significant incidents or new developments in national, local and organisational policy, guidance and practice.

Appendix 1 - Further information about equality, diversity and inclusion

Types of unlawful discrimination

- **Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex sexual orientation).
- **Discrimination by association** is direct discrimination against someone because they associate with another person who possesses a protected characteristic.
- **Perception discrimination** is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.
- **Indirect Discrimination** occurs when a condition, provision, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic and it cannot be shown to be a proportionate means of achieving a legitimate aim.
- **Discrimination arising from disability** occurs when you treat a disabled person unfavourably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct and indirect discrimination.
- **Harassment** occurs when a person is subject to “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”.
- **Third-party harassment** occurs where, during the course of their duties, an employee is harassed by an individual or individuals who are not under the direct control of the school and the harassment relates to a protected characteristic.
- **Victimisation** occurs when an individual is subject to a detriment because they have made an allegation of, or given evidence about, the treatment of any individual (including themselves) who has been subject to any of the above.

Any individual making allegations of a false, malicious or vexatious nature would not be protected against victimisation and will be subject to disciplinary action.

Appendix 2 - Roles and responsibilities

The designated senior member of staff with overall responsibility for all equality, diversity and inclusion matters at GNSFC is the Headteacher.

The role of the Designated Person is to:

- Create an environment in which all members of the community are expected to treat one another with mutual respect, dignity and tolerance.
- Ensure that GNSFC complies with equality legislation.
- Ensure all policies, practices and procedures, associated with equality, diversity and inclusion, including admissions, curriculum, recruitment and selection are implemented.
- To make effective and reasonable adjustments where appropriate to meet the individual needs of staff, children, families and others who may have business with GNSFC.
- Ensure that all staff are aware of and follow GNSFC's policy; and receive appropriate equality, diversity and inclusion training, in accordance with their roles and responsibilities.
- Take 'all reasonable steps' to prevent discrimination, harassment and victimisation from taking place.
- Take responsibility for recording, managing and analysing incidents of discrimination, harassment and victimisation in accordance with GNSFC's policies, procedures and guidance.