



Nursery Strategic Leader & Nominated Individual Mrs E Williams BEd. Hons NPQH
Nursery Manager: Miss C Bates

Initial Policy date	November 2023	Next scheduled review	March 2024
Governor approved	November 2023	Key person/people	NI & Nursery Manager
Model Policy	Yes (MOPP v1.2 2021)	Model localised	Yes

Rotherly Day Nursery EQUALITY POLICY & Statement of Intent (including Equality Information and aspirations)

Introduction

Rotherly Day Nursery (under the Governing Body of The Westgate School) welcomes its duties under the Equality Act 2010 as both a provider of childcare and as an employer.

We believe that all children and employees should have the opportunity to unlock their full potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our nursery. We recognise that equality will only be achieved by the whole nursery community working together – our children, employees, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our nursery community and enabling an open culture.

For employees and prospective employees, this policy should be read in conjunction with the nursery's Recruitment Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the nursery community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to employees), disability, gender reassignment, race, sex, maternity and pregnancy, religion or belief, sexual orientation and marriage and civil partnership (applicable only to employees).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Nursery Context

The nursery collects equality information that is used to monitor aspects of our practice including: safeguarding, inclusion and child progress information.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All children, families and employees are of equal value

We see all children, potential children, their parents and carers, and employees as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their sex
- Whatever their gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whatever their economic background
- Whether or not English is their first language
- Whether or not they have a connection with HM Forces, have refugee/asylum status or English as an additional language

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that employees, parents/carers or children may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made.
- Sex – we recognise that girls and boys, men and women have different needs.
- Gender reassignment – we recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.

- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with.
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds.
- Age – we value the diversity in age of employees, parents and carers.
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.
- Marriage and civil partnership – we recognise that our employees, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have.
- Pregnancy and maternity – we believe that our employees, parents, carers and children should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to employees

We ensure that our policies and practices for all employees and potential employees throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, considering aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled employees).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including children who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting children, we will take account of the views expressed

by parents/carers in surveys; and for employees, through employee governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the nursery curriculum
- The teaching and learning within the nursery
- Our practice in relation to children's progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to employees
- Our care, guidance and support to children, their families and employees
- Our policies and practice in relation to a child's behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider nursery community

Addressing prejudice and prejudice-related bullying

The nursery is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to employees and children are recorded and dealt with appropriately.

Roles and responsibilities

The governing body is responsible for ensuring that the nursery complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Strategic Leader and Nursery Managers are responsible for implementation of this policy, ensuring that all employees are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All employees are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support children in their class who have additional needs

Equalities Information

Appendix A

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act.
- advance equality of opportunity between people who share a protected characteristic and those who do not.
- foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

No specific child data owing to size of groups represented.

Employee data (The Westgate School and Rotherly Day Nursery)

Information	Evidence and commentary
Gender of workforce as at September 2022	77% of our workforce are female and 23% are male
Race distribution of workforce as at September 2022	White British - 194 - 80% White non-British - 23 - 9.5% Asian/Asian British - 17 - 7% Black/Black British - 4 - 1.6% Mixed White and Asian - 1 - 0.4% Chinese - 2 - 0.8% Any Other - 1 - 0.4%
Applications by gender 2021-2022	160 (72%) Female and 61 (28%) Male
Sexual orientation	The organisation collects data regarding sexual orientation of new employees as per the Equalities Monitoring Form. This is voluntary by employees.

Other Information

Information	Evidence and commentary –
Governor representation as at September 2022	The G-B is currently: 38% Male, 62% Female 100% British White We actively encourage applicants to the Governing Body from minority groups who are currently underrepresented.

Qualitative information

Information published on our website includes:

- nursery policies (where they make a statement about prohibited conduct and the importance of avoiding discrimination)
- minutes of Full Governor meetings (particularly those evidencing discussions regarding responsibilities for equality)
- information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures
- adjustments are needed to enable parents with known disabilities to attend parents' evening and partners in learning.

Rotherly Aspirations

- To be able to manage their self-care independently
- To recognise and celebrate others' differences and similarities
- To be able to follow instructions for a simple recipe
- To have a curiosity and love of the natural world
- To be able to persevere when challenges occur when problem solving
- To be able to retell/innovate a narrative using story vocabulary
- Confidence in mark making using a range of tools
- To express themselves through creativity

