



# **Greenfields Nursery School and Children's Centre Havelock Children's Centre**

Headteacher: Ellie Larkin

## **Equality, Diversity and Inclusion Policy**

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Approved by the Curriculum and Policy Committee

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### 1. Aims

Greenfields Nursery School and Children’s Centre aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

### 2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

### 3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the centre, including to staff, children and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Homaira Khan. They will:

- Meet with the designated member of staff for equality annually and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality (Magda de Melo) will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and families
- Meet with the equality link governor annually to raise and discuss any issues.
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All centre staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## **4. Eliminating discrimination**

Greenfields is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

Greenfields has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (eg. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim staff or families to pray at prescribed times)

- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all children and families to be involved in the full range of school activities)
- In fulfilling this aspect of the duty, Greenfields will:
- Analyse attainment data each academic year for how children with different characteristics are performing and to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. progress of children with additional needs or of a particular ethnic group)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own children

## **6. Fostering good relations**

- Greenfields Nursery School and Children’s Centre aims to foster good relations between those who share a protected characteristic and those who do not share it by:
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching Personal Social and Emotional Development, but also activities in other curriculum areas. For example, as part of teaching and learning in Literacy children will be introduced to literature from a range of cultures
- Working with our local community. This includes inviting leaders of local faith groups to visit the nursery and organising trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of people within the centre. For example, all parents are encouraged to visit the different places of worship and are encouraged to join groups/classes with other parents to build relationships and promote positive community cohesion

## **7. Equality considerations in decision-making**

Greenfields ensures it has due regard to equality considerations whenever significant decisions are made. Greenfields always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to children with disabilities
- Is accessible for all children and families

## **8. Monitoring arrangements**

The headteacher will update the equality information we publish at least every year. This document will be reviewed by the headteacher at least every 4 years. This document will be approved by the governing board.

## **9. Links with other policies**

This document links to the following policies:

- Accessibility plan
- SEN Policy and Report



## Greenfields Nursery School and Children's Centre Equality Objectives



Objective	Actions required	By whom	Success criteria
To improve outcomes for all children including those with protected characteristics so that they make progress at least in line with expectations based on their prior attainment and ability.	<p>Monitor attainment data on a regular basis, looking particularly at children with protected characteristics and incorporate all action needed into the CIP</p> <p>Continue to develop systems to track children from appropriate BME groups.</p> <p>Ensure targeted support and provision for children who are identified as working below age expectation.</p>	<p>Head of Centre</p> <p>Deputy Head of Centre</p>	<p>Children make accelerated progress.</p> <p>Assessment data demonstrates that the gap is narrowing for all identified groups.</p>
Ensure that the curriculum and extended learning opportunities promote role models that all young children can positively identify with, and reflect the centre's diversity in terms of race, gender, disability and all protected characteristics.	<p>Children are fully involved in the planning and delivery of the curriculum.</p> <p>Projects are monitored across the year by class teachers to ensure a range of experiences that reflect the centre's diversity and the protected characteristics.</p>	<p>Class Teachers</p> <p>Deputy Head of Centre</p>	Rich curriculum that reflects the diversity of the Greenfields community in terms of race, gender disability and the protected characteristics.
Ensure that displays and resources in classrooms promote diversity in terms of race, gender, disability, ethnicity and all protected characteristics.	Class teachers to monitor displays and classroom resources to ensure diversity is promoted.	<p>Class Teachers</p> <p>Nursery Officers</p> <p>Deputy Head of Centre</p>	Diversity is promoted and celebrated across the centre.
To increase children's and parent's awareness and understanding of different communities.	<p>Visits to local places of worship at appropriate times of the year.</p> <p>Celebrate festivals from different religions.</p> <p>Ensure displays, books and other resources are representative of a variety of races, cultures and religions.</p> <p>Ensure books and displays in the centre use a variety of languages.</p>	<p>SLT</p> <p>Class Teachers</p>	Greater understanding of a range of community groups.