



## Rachel McMillan Nursery School and Children's Centre

### Equal Opportunities Policy

(Please also refer to the Centre's 'Inclusion Statement')

Rachel McMillan Nursery School and Children's Centre is committed to promoting and ensuring equality of opportunity for all children, to learn and achieve, irrespective of their or their families social and cultural background, gender, race, sexual orientation, marital or civil partnership status, differences in ability and disability and ethnic heritage including travellers, refugees and Asylum Seekers.

Our beliefs that all people are of equal value means our commitment to ensuring equality of opportunity must extend to the entire community of Rachel McMillan Nursery School and Children's Centre and so includes mums, dads and carers, all staff, Governors, volunteers and visitors.

We are opposed to any form of racist, sexist or discriminatory behaviour and support and abide by the Equality and Diversity policy of Royal Greenwich Local Authority.

Our policy and practise is to take effective measures to combat any discrimination and prejudice whether overt or covert. Passive support is insufficient and positive action is taken to ensure equality of opportunity. Hence equality of opportunity may mean differentiation of provision to ensure all children and members of our community achieve their potential.

In promoting this policy we seek, not only to develop such potential, but to enable the children of our setting to develop into members of the community with values and attitudes which are appropriate to the multi-faceted democratic society which Britain is.

The promotion of this policy is **implicit** in our ethos; through our expectations about behaviour, and in our conduct at governors, staff and family meetings and Children's Centre events, as well as in our behaviour towards each other. It is **explicit** in our curriculum provision and hence in planning and resourcing our curriculum;

**Racial and Cultural equality.**

- The cultural, linguistic and religious diversity of our community is positively celebrated.
- The experiences and cultures of all ethnic groups are reflected.
- Staff are active in learning about the cultures, practices and religions of the children attending the school
- The strengths of bi-lingual learners are recognised and their particular learning needs met.
- Staff will be vigilant to ensure that every child is presented with the maximum degree of educational choice possible.
- Racial stereotypes and all forms of racism (behaviour and language) will not be tolerated and are challenged.

**All staff are committed to responding to and dealing with racist incidents in accordance with our expectations and clear guidelines. Any incidents are reported to the Headteacher and logged.**

### **Gender Equality.**

- Gender stereotyping is monitored and challenged.
- Staff guard against, and take positive steps to counter, stereotyped societal expectations including being vigilant about their own behaviours and language.
- Staff are vigilant in maximising the educational and social choices open to both girls and boys.
- A positive image is reflected in play/work situations where males or females have not traditionally participated.
- Sexism and the use of sexist language are challenged.

### **Sexuality Equality.**

- Diversity of family structure in our society and immediate community are recognised reflected and valued.
- Homophobic behaviour and language is challenged.

### **Class Equality.**

- Expectation of attainment transcends the stereotype that some socio-economic groups achieve more highly than others.
- Staff guard against and take positive steps to counter stereotypes of societal expectations.

### **Disability Equality.**

- Diversity in physical aptitude (able-bodied and differently-abled) is celebrated, recognised and reflected, including monitoring the school's physical environment.

- Staff are vigilant in maximising the educational and social choices of children who have disabilities.
  - Prejudiced behaviour and name-calling is challenged
- (Please also refer to the Accessibility Plan and Policy and SEN Information Report)

### **Special Educational Needs.**

- Expectation and aspiration for children with SEN is high and includes the understanding that all staff must be vigilant about removing the barriers to learning that exist for some children.
- At the very least, differentiated support and provision is given for those children who cannot access learning in the same way as typically developing children.

(Please also refer to the SEN policy and SEN Information Report)

### **Responsibilities**

#### **Governors:**

The *Governors* are responsible for making sure that the school follows all of its equality and diversity policies and codes and meets its legal responsibilities with respect to equality.

#### **Headteacher:**

The Headteacher is responsible for:

- Ensuring policies and procedures are in place to comply with all equality legislation and that the recruitment procedures are open, fair and non-discriminatory.
- Ensuring that the school implements its equality and diversity policies and codes of practice following the relevant procedures and taking action in the case of unfair discrimination, harassment or bullying.
- Ensuring that appropriate records are kept of any cases of unfair discrimination, harassment or bullying.
- Ensuring that staff know any forms of discrimination, harassment or victimisation could result in disciplinary procedures or even dismissal.

#### **Senior Leaders:**

They are responsible for:

- Ensuring the schools diversity policies and codes are put into practice.
- Making sure that all staff know their responsibilities and receive the support and training necessary to carry them out.
- Following the relevant procedure and taking action in cases of unfair discrimination, harassment or bullying.

**All staff:**

All staff are responsible for promoting equality and diversity and avoiding unfair discrimination; challenging any incidents of unfair discrimination or racial, sexual or other stereotyping perpetrated by school users. They are responsible for keeping up to date with equality law and participating in equal opportunities and diversity training, reporting any incidents of unfair discrimination, harassment or bullying to senior staff.

July 2017 (to be reviewed June 2018)