



Equality Diversity and Community Cohesion Policy

Oxclose Community Nursery School is committed to ensuring that equality of opportunity exists for all pupils and staff. We aim to develop a culture of inclusion and diversity in which all people feel able to participate fully in school life. Together, we seek to work, learn and play to achieve our full potential in an environment which is free from bullying, harassment and prejudice.

Definition of equality of opportunity:

We understand equality of opportunity to exist when:

- It is understood that everyone is unique and everyone has different needs.
- Equality of access exists for all.
- Individual choices are widened.
- Everyone feels happy, safe and secure in an environment which does not disadvantage or discriminate against anyone.
- Stereotypes are challenged to ensure everyone has equal chance to develop as they wish.
- Individual and community needs are responded to for the benefit of everyone.
- Adequate resources exist to meet the needs of everyone.

Aims and objectives

As a result of this policy we will

- Ensure that all members of the school community feel happy, safe and secure.
- Ensure that equality of access exists for everyone.
- Promote equality of opportunity regardless of the nine protected characteristics of age, disability, gender, race, religion and belief, sexuality, gender reassignment, civil partnership and marriage and pregnancy and maternity.
- Actively develop the self esteem and self respect of all members of the school community.
- Ensure that educational provision is relevant to our increasingly diverse society.
- Ensure that our provision actively promotes equality of opportunity.
- Actively challenge all forms of bullying, harassment, prejudice and stereotyping.

Legal Framework

We are aware of our responsibilities in relation to

- 1970 Equal pay Act
- 1975 Sex Discrimination Act
- 1976 Race Relations Act
- 1988 Education Reform Act
- 1995 Disability Discrimination Act
- 1998 Human Rights Act
- 2000 Race Relation (Amendment Act)
- 2001 Special Educational Needs and disability Act
- 2002 Statutory Code of Practice on the Duty to promote Race Equality
- 2006 Equality Act
- 2006 Sexual Orientation Regulations
- 2006 & 2007 Employment Equality (age) regulations Amendments
- 2010 Equality Act

Guidelines and Procedures for Disability

Pupils with disabilities / learning difficulties / special needs will:

- Have complete access to all facilities and resources available within the school
- Receive additional support to ensure that they fulfil their potential.
- Be integrated with and educated alongside other pupils.
- Be involved in the decisions made about their care and education.

As a school we

- Are committed to early identification of emotional and behavioural difficulties before such difficulties lead to underachievement, disaffection and exclusion.
- Are committed to early intervention, target setting and regular monitoring of pupils with disabilities, learning difficulties, and special needs.
- Will give additional support and encouragement to gifted and talented pupils to ensure they reach their full potential.
- Will ensure staff take part in regular training with regards to special needs.
- Will work in partnership with parents and carers to ensure that pupils benefit fully from their time spent in school.
- Will where appropriate make use of local authority support services to ensure pupils with disabilities, learning difficulties, special needs fulfil their potential.

Guidelines and procedures for Gender

All pupils will have:

- Have access to the same broad, balanced and relevant curriculum
- Be expected to work together in a constructive and positive manner.

As a School we will:

- Ensure that neither gender dominates any area of the school, the curriculum or extra curricular activities.
- Ensure that all resources portray both genders in a positive and non-stereotypical way
- Continue to monitor achievement by gender.
- If differences based on gender are identified appropriate actions will be taken to redress the imbalance.

Guidelines and Procedures for Race:

As a school we

- Encourage pupils to feel good about themselves.
- Ensure pupils have equality of access to learning
- Ensure the curriculum, provision and resources reflect ethnic, cultural and religious diversity of society.
- Value and promote all community languages.
- Help pupils to understand that discriminatory remarks are hurtful and unacceptable.
- Welcome the diversity of family lifestyles and work with all families.
- Ensure that all racist incidents are dealt with in a consistent and effective manner and all incidents shall be reported to the Governing body.
- Will be a positive role model, by treating all pupils, parents and one another with friendliness, care and courtesy.
- Welcome applications to new posts from all groups within the community.

Guidelines for Religion and Belief

As a school we:

- Will ensure the pupils have opportunities to value and celebrate diversity based on religion and belief.
- Ensure all pupils are given opportunity to meet their religious needs especially at the time of important festivals.
- Ensure the dietary needs of pupils are met.
- Ensure that the provision and resources reflect people of all religions and beliefs engaged in non stereotypical roles and activities.
- Will welcome people of all religions and beliefs to play an active role in school life.

Guidelines for Age and Sexuality

As a school we:

- Encourage pupils to make equal use of all the resources and facilities' in school
- Provide resources that reflect the variety of families that exist in Britain today.
- Where appropriate encourage pupils to value and celebrate diversity based on age and sexuality.
- Welcome applications for new posts from all sections of the community. Applicants will be considered on the basis of their suitability for the post regardless of marital status, age gender, culture, religious belief, ethnic origin or sexual orientation.

Guidelines for Gender Reassignment, Civil Partnership and Marriage, Pregnancy and Maternity:

As a school we will

- In relation to the three protected characteristics above, carers, visitors, members of the staff and all associated with the school can rest assured that discrimination will not occur, and that people's right as defined in legislation relating to the characteristics will be respected.
- Where appropriate, opportunities will be provided for pupils to learn about and to discuss, matters to do with gender reassignment, civil partnership and marriage, pregnancy and maternity.
- Families will be welcomed and valued no matter their personal
- circumstances
- Appropriate use will be made of suitable external support services, including those in the local authority, to ensure that equality of opportunity exists in relation the protected characteristics.

Monitoring and Evaluation:

Staff and governors will monitor the Equality and Diversity Policy once a year. Three years following its adoption, the governing body will decide whether the policy needs amending in the light of new legislation or practice guidance.