Westfield Nursery School Equality of Opportunities Policy

Date policy last reviewed: May 2026

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

May 2026
- Removed old statistics
- Added reference to SEND policy & English as an Additional Language Policy

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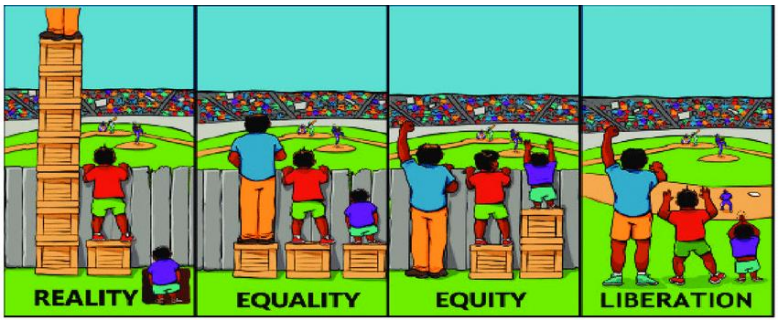
Statement of Intent
At Westfield Nursery we aim to deliver against our vision 'Inspired beginnings, outstanding future'.

It is a requirement in the Early Years Foundation Stage that settings promote equality of opportunity and anti-discriminatory practice and ensure every child/ adult are included and not disadvantaged because of age, ethnicity, culture, race, religion and belief, being looked after, home language, family background, learning difficulties or disabilities, ability, gender, sex, sexual orientation, gender reassignment, pregnancy and maternity (including breast feeding) or civil partnership.

At Westfield Nursery we believe that:

- Everyone has the right to attend/ work/ visit in a safe environment free of discrimination, prejudice, or stereotypes, where all members of the school community are respected as individuals, valued and listened to
- We endeavour to meet the needs of every individual so they might realise their potential. We recognise the need to counter underachievement and remove barriers to learning to enable equity. We encourage positive attitudes to diversity and challenge any expression of prejudice by children or adults



We:

- Recognise and value children's and adult's different cultural backgrounds and lifestyles
- Treat all children and families with equal concern
- Understand and meet the needs of refugee and asylum seekers, children and families
- Understand the specific cultural needs of traveller children and their families

The Nursery has no catchment area and takes all children from Dunstable and the surrounding villages. The Nursery is used to supporting children from a range of cultures and with a range of needs. (e.g. Pupils with English as an Additional Language, Pupils with Special Educational Needs, pupils receiving Early Years Pupil Premium)

Arrangements for the Admission of Pupils with Disabilities

The Disability Discrimination Act 1995 defines a disabled person as 'one who has a physical or mental impairment which has a substantial and long-term adverse effect on a persons' ability to carry out normal day-to-day activities.' Most children with Special Needs will not be disabled within the meaning of the Act.

The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the School Governors' Policy to accommodate pupils with disabilities should parent/ carers wish their child to attend the school. Steps are taken to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils. The school strives to ensure that whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect under the Equality Act 2010.

1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Education and Inspections Act 2006
- Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Complaints Policy
- General Data Protection Regulations Policy
- Special Educational Needs Policy
- English as an Additional Language Policy

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination harassment and victimisation
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The school fully understands the principles of the Act and the work needed to ensure those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race including colour, nationality, and ethnic or national origin
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions
- In the way it provides education for pupils
- In the way it provides pupils access to any benefit, facility or service
- By excluding a pupil or subjecting them to any other detriment

The responsible body for the school is the governing board and the Local Authority. The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil.

The school will promote equality of opportunity for all staff and job applicants.

2. Terminology

All staff should be aware of the following terms:

Protected Characteristics which are: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, ethnicity or national origin, religion and belief, sex and sexual orientation

All staff should be aware of the different types of discrimination which can come in one of the following forms.
Direct discrimination-treating someone with a protected characteristic less favourable than others
Associative discrimination- direct discrimination against someone because they associate with another person who possesses a protected characteristic
Perceptive discrimination- 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-May occur if certain rules, conditions or practices apply to everyone, but a particular disadvantage to those with a protected characteristic, unless these are objectively justified
Harassment- 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
Victimisation- occurs when someone is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so.
Discrimination arising from disability- occurs when a disabled person is treated unfavourably because of something connected with their disability and the unfavourable treatment cannot be justified

Discrimination can also not occur on the grounds of trade union membership or activity, non-trade union membership, being a part time or fixed term worker or political belief

3. Roles and Responsibilities

The governing board will:

- Ensure the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the Public Sector Equality Duty to:
  - Publish equality objectives at least every four years commencing on the date of the last publication
  - Update and publish information every year to demonstrate school compliance with the Public Sector Equality Duty
- Ensure the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans
- Ensure the school's Admissions Policy does not discriminate in any way
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board
- Proactively recruit high-quality applicants from under-represented groups
- Provide information in appropriate and accessible formats
- Ensure the school publishes information regarding how it is complying with the public sector Equality Duty and that the information is easily accessible

The headteacher will:

- Implement and champion this policy and its procedures
- Ensure all staff members receive the appropriate equality and diversity training as part of their induction and CPD
- Ensure all parents, visitors and contractors are aware of, and comply with, the provisions of this policy
- Actively challenge and take appropriate action in any case of discriminatory practice
- Address any reported incidents of harassment or bullying in line with DfE guidance
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board

Employees will:

- Be mindful of any incidents of harassment or bullying in the school
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the headteacher as necessary and following up with pupils as required
- Identify and challenge bias and stereotyping within the curriculum and the school's culture
- Promote equality and good relations, and not harass or discriminate in any way
- Monitor pupils' progress and needs to ensure the appropriate support is in place
- Keep up to date with equality legislation and its application by attending the appropriate training
- Champion diversity and inclusion

Pupils will:

- Contribute their cultural experiences and values
- Report any incidences of bullying or harassment, whether to themselves or to others, to a member of staff
- Abide by all the school's equality and diversity policies, procedures and codes

The school will have an equality page on its website, in order to demonstrate how it is complying with the Public Sector Equality Duty in the Equality Act 2010, and advancing equality of opportunity

4. Equality Objectives

The school is committed to promoting the welfare and equality of all its governors, staff, pupils and other members of the school community. The school sees all members of the school community as of equal value, regardless of any protected characteristic.

The school's policies, procedures and activities will not discriminate but must nevertheless take account of differences in life experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

The school's Equality Objectives set out how the school is meeting the Public Sector Equality Duty and outlines how equality of opportunity is ensured for all members of the school community. The Equality Objectives Statement is reviewed at least every four years and is published on the school website annually.

The school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.
To achieve this, the school has established the following objectives:
-To support pupils and families with English as an Additional Language (EAL)
-To support language and communication needs of Early Years Pupil Premium Pupils
-To increase opportunities for parent/ carer engagement

The school will regularly review the steps being taken and the progress made towards the achievement of these objectives and, in line with the specific duties of the Public Sector Equality Duty.

5. Guidelines

- At Westfield Nursery School parents/ carers are recognised as the earliest educators and the people who know their child the best. Staff at Westfield, value the importance of working closely with children/parents/carers. Home school transition arrangements endeavour to ensure keyworkers are made aware of the children's backgrounds, needs and interests before they start Nursery
- We will ensure that parents/carers/children feel welcome, wanted and have a positive role to play in their child's education
- We will ensure parents/carers and children will have opportunities to make their feelings and opinions known to staff and these will be dealt with seriously and respectfully
- Children are recognised as individuals. Children's progress and well- being and involvement are monitored closely, and activities/ strategies are planned to meet individual's needs
- Many of the activities on offer at Westfield, although planned to meet a learning intention, are of an open-ended nature. Staff are very aware of the needs of the individual and are skilled at supporting individual children
- We will ensure the setting shows that we are respectful and knowledgeable of the community we serve
- Parents/ carers are kept informed of their child's progress through a variety of formal and informal interactions. Consultations are held termly but contact is more often daily and concerns from Nursery are discussed as they arise. This way any problems can be dealt with quickly
- Staff at Westfield enjoy learning more about different cultures from the families of the children they teach and consider learning about different cultures to be beneficial for everyone
- All children/parents/carers will have equal opportunities to attend stay and play days, fund raising events, celebration events, and any other experiences provided by the setting
- If a child is identified as having special educational needs their needs will be responded to in the ways outlined in the policy for special educational needs and disabilities
- Where children are learning English as an Additional Language this is recognised as being positive both for them and the school. Their language use and progress are monitored closely to ensure their cognitive and language needs are met. Staff use observations and discussions with parents to identify whether any difficulties are the result of the child learning a different language and becoming familiar with a different culture or whether there is language delay or other special educational need

All children/ staff, including those who are disabled or have special educational needs, will be included, valued and supported and reasonable adjustments will be made for them.

An education support plan will be devised with parents/ carers and professionals when appropriate. Please refer to the policy for special educational needs and the school's accessibility plan.

The Nursery liaises with outside agencies such as: health visitors, the Early Years Support Team, social care, educational psychologists, speech and language therapist's, occupational therapists, physical therapists as appropriate and interpreters, as necessary.

The Nursery recognises that the duty under the Equality Act 2010 to make reasonable adjustments is anticipatory. We recognise that in some circumstances disabled people might have to be treated differently in order to ensure they receive equal opportunities.
We understand that the duty contains 3 requirements

- The first covering provisions, criteria or practices
- The second making changes if necessary to overcome barriers created by the physical features of the premises
- The third covering the provision of auxiliary aids and services such as special computer software or providing a support worker

In addition, staff are vigilant to inequality of opportunity with regard to these areas and, understand they have a duty to report concerns of inequality to senior staff that, after investigating, will ensure necessary adjustments are made as soon as possible.
Any incidents of a racist nature are to be recorded on the Racist Incident Report and the correct procedures followed as stated in the separate policy for racists incidents.

Promoting and Value Diversity and Differences
Westfield promotes diversity and differences through the following ways:

- Welcoming posters in different languages
- Books reflecting diversity, talking about differences & books in different languages
- Resources reflecting diversity such as small world people from different cultures, some with disabilities, dolls from different cultures, dressing up clothes from a variety of cultures, cooking utensils from different cultures
- The promotion of children to converse in their first language as appropriate, and for staff attitudes to promote the use of first languages at home
- PSED teaching to promote diversity and celebration of differences, for example even the acceptance of people liking different things
- Friendship 'week/day' as a focus for celebrating differences and working together
- Celebrations of a multicultural nature throughout the year, with parent/ carer or community involvement
- Staff attitudes that discuss differences with children but tell children they are all special/unique/important
- Use of role play
- Use of music/instruments
- Learning about different cultures from parents/ carers/ members of the community
- Use of dance from different cultures
- Cooking activities/food from different cultures
- Art from different cultures
- Discussion arising from child-initiated questions or observations
- Staff individualism is celebrated and respected
- Staff views and opinions are listened to and respected

All staff have opportunities for progression through CPD

Challenging Inappropriate Attitudes and Practices
When children express inappropriate attitudes, there may be the need for an immediate response, this will then be followed up by appropriate circle time discussion and other PSED activities.

When staff express inappropriate attitudes, these should be challenged by colleagues or through reporting of the incident to the Headteacher who will discuss the matter and any further action with the member of staff.

If visitors or parents/carers express inappropriate attitudes the member of staff may draw their attention to the equal opportunities policy and/or the Equality Act 2010. The incident should be reported to Headteacher or class leaders.

6. Collecting and Using Information

In accordance with the requirements outlined in the UK GDPR and Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the General Data Protection Regulations Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.
The school will collect equality information for the purpose of:

- Identifying key issues
- Assessing performance
- Taking action

The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of staff members on parental leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Performance Management
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

The school will use the information it obtains to analyse any gaps present.

7. Publishing Information

The school will publish information to demonstrate its compliance with the Act. The school will publish information relating to people within the school community who share relevant protected characteristics, including:

- People affected by the school's policies and procedures

8. Promoting Equality

The school is opposed to all forms of prejudice. The school will ensure staff and pupils are aware of the impact of prejudice. The school will address any incidents immediately.

Any reports of bullying and prejudice will be carefully monitored and dealt with accordingly. Annual training will be given to all staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

9. Complaints Procedures

See Complaints Policy

10. Monitoring and Review

The ethos of the Nursery is one of inclusivity and equality and staff will be expected to reflect this in their interactions.

The curriculum lead and class leaders will be responsible for ensuring equality, or addressing inequalities, including resources and uptake of opportunity. This will be through observations, learning walks, scrutiny of planning, and data analysis.

Observed inequalities will be recorded and may be addressed through staff agreed strategies to ensure equality of opportunity, provision, uptake and achievement.

Data, including that relating to well-being and involvement scores, is analysed termly to identify any under achieving groups. Strategies to counter any underachievement are discussed within the leadership team and implemented and reviewed as appropriate.

Questionnaires to parents/ carers, children and staff provide opportunities for pupils and parents/carers and staff to voice any concerns they may have with regard to inclusive practice, and how welcome they feel.

The headteacher will review this policy annually, to ensure all procedures are up to date.

Any changes made to this policy will be communicated to all relevant stakeholders.

Westfield Nursery School Pupil Equality, Equity, Diversity and Inclusion Policy

Date policy last reviewed:	May 2026
Signed by:	

	Headteacher	Date:	
	Chair of governors	Date:	

May 2026

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Statement of intent
Westfield Nursery School understands that, under the Equality Act 2010, all schools have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality between different groups
- Foster good relations between different groups
- Promote mental health and wellbeing

Our school's overall values are underpinned by our statutory duties under the Equality Act 2010. We are dedicated to ensuring every pupil receives an education that offers them the best chance at fulfilling their potential, and to promoting mental wellbeing amongst our pupils. We are committed to supporting and celebrating all pupils' individual identities. We have developed this policy to provide a clear framework for how we will achieve our school's aims.

To achieve our aims, we will adopt the following methods:

- Embedding equality within teaching and resources
- Using key data indicators to understand the needs and characteristics of our school
- Promoting community cohesion
- Promoting parent/ carer engagement
- Investing in staff training
- Using key data, such as measures of wellbeing, to monitor the progress of pupils with protected characteristics
- Regularly reviewing our policy to ensure it reflects current trends and issues

1. Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Human Rights Act 1998
- The Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

This policy has due regard to statutory and good practice guidance, including, but not limited to, the following:

- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Admissions Policy
- LAC Policy
- Behaviour & Anti-bullying Policy
- Safeguarding and Child Protection Policy
- Complaints Policy

2. Roles and Responsibilities

The governing board will:

- Be responsible for ensuring the school complies with the appropriate equality legislation and regulations
- Take all reasonable steps to ensure pupils and potential pupils will not be discriminated against, harassed or victimised in relation to admissions and the way the school provides and education for pupils
- Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the headteacher

The headteacher will:

- Implement and champion this policy, ensuring all staff and pupils apply its guidelines fairly in all situations
- Conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge
- Review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures

Staff will:

- Be alert to the possible harassment, both inside and outside of the school, and to deal with incidents of harassment and/or discrimination as the highest priority
- Carry out their statutory duties relating to equal opportunities and inclusivity and pertaining to their specific roles
- Have due regard to the sensitivities of all pupils and not provide material that may cause offence
- Act as a role model for equality, diversity and inclusion across the whole school community

Protected Characteristics
Staff will not discriminate against, harass or victimise a pupil, or prospective pupil, or their parent/ carer because of their:

- Sex
- Race
- Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

Sex
For the purpose of this policy, sex refers a pupil's biological assignment at birth depending on their reproductive organs. The school understands that some pupils identify as a gender different to the sex they were assigned at birth, and we will support pupils through their transitioning phases. Staff will ensure pupils of one sex are not singled out for different or less favourable treatment from that given to pupils of other sexes.

Race and Ethnicity
Staff will ensure pupils of all races and ethnicities are not singled out for different and less favourable treatment from that given to other pupils and the school will regularly review its practices to ensure that they are fair. Staff will ensure pupils with EAL are treated equally and fairly, while ensuring they are supported at all times.

Disability
Staff will ensure pupils with disabilities are not singled out or treated less favourably than other pupils simply because they have a disability, which includes any mental health issue, regularly reviewing our school practices to ensure they are fair. The school will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of pupils with disabilities, especially where the pupil also has SEND but does not have a SEND statement or EHC plan. The school will meet its duty to undertake accessibility planning for pupils with disabilities and ensure that an Accessibility Plan is implemented and reviewed where necessary. The school will adhere to its Special Educational Needs and Disabilities (SEND) Policy containing further information addressing equal opportunities for pupils with SEND.

Religion and Belief
Staff will ensure pupils are not singled out or treated less favourably because of their religion or belief. Absences in relation to religious observances will be handled in accordance with the school's Attendance Policy.

Sexual Orientation
Staff will ensure the children of gay, lesbian or bisexual parents, are not singled out for different or less favourable treatment from that given to other pupils. The school will ensure pupils are taught about the nature of marriage, including same-sex marriage, by presenting the facts The school will educate pupils on positive relationships & different types of families.

Gender Reassignment
Staff will ensure pupils are not singled out or treated less favourably in relation to gender reassignment, i.e. because they have trans parents, siblings or other family members. The school recognises gender reassignment does not necessarily involve physical change, and can be solely social and emotional.

Pregnancy and Maternity
Pupils at this school will be supported appropriately if they have young parents.

Looked After Children (LAC)
LAC and previously LAC (PLAC) will be given the highest priority for admissions, as per the requirements of our Admissions Policy. Staff will ensure pupils are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state. A personal education plan will be created and implemented for all LAC and PLAC, to ensure their education and development needs are fully covered, including appropriate transition to ensure they have the right support.

The Curriculum
The school will ensure the curriculum is as balanced as possible and delivered in such a way that prevents discrimination and the promotion of prejudicial stereotypes. To ensure equality, diversity and acceptance are taught and promoted

Promoting Inclusion
The school will promote inclusion and equality at our school through:

- Ensuring pupils are called by their preferred names, which may be different from their legal names, taking into account the correct spelling, structure and pronunciation
- Ensuring, as far as possible, that our governing board and staff reflect the full diversity of our local community
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged
- Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic that they may have
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society
- Instilling in pupils an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Ensuring equal access to opportunities
- Communicating our policy to parents/carers to gain their understanding, agreement and support for its provisions
- Promoting equality of opportunity within the wider society
- Ensuring admission arrangements will not unfairly disadvantage a pupil from a particular social or racial group, or with SEND

Pupils that have left school
The school's responsibility to not discriminate, harass or victimise will not end when a pupil has left school. It will continue to apply with regard to subsequent actions related to our previous relationship with the pupil, such as the provision of references.

The Public Sector Equality Duty
The school will meet its duty to publish:

- Annual information to demonstrate how the school is complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding pupils who have any of the protected characteristics outlined in the Protected characteristics section of this policy.
- Equality objectives (at least every four years) outlining how the school may further equality.

Bullying and Discrimination
See Anti-bullying Policy

Staff Training
New staff will receive relevant training on the provisions of this policy during their induction.
Whole-school staff training for will be delivered annually basis.
Staff will receive the appropriate equalities training that will:

- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations
- Ensure all staff are aware of their responsibilities and how they can support pupils with protected characteristics
- Provide support for teachers to effectively manage any discrimination towards pupils with protected characteristics
- Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics
- Develop appropriate strategies for communication between parents/ carers, educators and pupils about any issues related to a protected characteristic

Monitoring and Review
This policy will be reviewed by the headteacher and governing board annually and updated where appropriate – any amendments will be duly communicated to staff.

This policy will next be reviewed in May 2026

Westfield Nursery School

Adult Equality, Equity, Diversity and Inclusion Policy

Date policy last reviewed: May 2026

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

May 2026

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Appendices

A. Equality Act 2010 Protected Characteristics

1. Statement of Intent

Westfield Nursery School is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit. We are committed to supporting our staff and applicants to be their authentic selves in the workplace without judgement and ensuring that diverse communities are celebrated.

We do not discriminate against staff on the basis of age, disability, gender identity and/or reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex, or sexual orientation (the protected characteristics), amended in line with the Equality Act 2010. More detail on each of the protected characteristics can be found in Appendix A.

We are also mindful of intersecting identities within our school environment and will work with our communities to better understand the experience of multiple minority identities for individuals.

All staff have a duty to act in accordance with this policy and treat colleagues with dignity at all times, and not to discriminate against or harass other members of staff, regardless of their status. The principles of non-discrimination and equality of opportunity also apply to the way in which staff treat pupils, parents, governors, third party organisations and former staff members.

This policy does not form part of any employee's contract of employment and may be amended at any time.

This policy covers all individuals working at all levels and grades, including members of the SLT, teachers, TAs, part-time and fixed-term employees, volunteers, casual workers, and agency staff (collectively referred to as ‘staff’ in this policy).

2. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Protection from Harassment Act 1997

This policy operates in conjunction with the following school policies:

- Staff Code of Conduct
- Teacher Appraisal Policy
- Support Staff Performance Management Policy

3. Public Sector Equality Duty

Public Sector Equality Duty requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not

4. Principles

In accordance with this policy, the school commits to:

- Creating a working environment free of bullying, harassment, victimisation and unlawful discrimination, where individual differences and the contributions of all staff are recognised and valued
- Promoting dignity and respect for all
- Training the Headteacher, leaders and all other employees about their rights and responsibilities under this policy

This policy applies to all aspects of the school's relationship with staff and to relations between staff members at all levels. This includes job advertisements, recruitment and selection, training and development, opportunities for promotion, conditions of service, pay and benefits, conduct at work, disciplinary and grievance procedures, and termination of employment.

Instances of bullying, harassment, victimisation and unlawful discrimination will be dealt with as misconduct, in line with the school's Grievance Policy, and appropriate action will be taken. Particularly serious complaints could amount to gross misconduct and lead to dismissal without notice.

Sexual harassment may amount to both an employment rights matter and a criminal matter, such as in sexual assault allegations. Harassment under the Protection from Harassment Act 1997 – which is not limited to circumstances where harassment relates to a protected characteristic – is a criminal offence.

5. Roles and Responsibilities

The governing board will be responsible for:

- Ensuring the effective operation of this policy
- Ensuring compliance with discrimination law
- Monitoring the composition of the workforce regarding information such as age, sex, ethnic background, sexual orientation, religion or belief, and disability

- Monitoring how the composition of the workforce encourages equality, equity, diversity and inclusion, and meets the aims and commitments set out in this policy
- Assessing how this policy, and any supporting action plans, are working in practice, reviewing them annually, and considering and taking action to address any issues

The headteacher will be responsible for:

- The day-to-day operational responsibility of this policy
- Reviewing this policy regularly
- Organising equal opportunities training, including for those involved in management and recruitment
- Answering questions about the content or application of this policy

Leaders will be responsible for:

- Setting an appropriate standard of behaviour and leading by example
- Ensuring those they manage adhere to this policy and promote the school's aims and objectives with regard to equal opportunities
- Taking appropriate steps to accommodate the requirements of different religions and cultures
- Making opportunities for training, development and progress available to all staff
- Ensuring staff are helped and encouraged to develop their full potential, so their talents and resources can be fully utilised to maximise the efficiency of the organisation
- Making staff progression decisions based on merit (apart from in any necessary and limited exemptions and exceptions allowed under the Equality Act 2010)
- Reviewing employment practices and procedures where necessary to ensure fairness
- Updating employment practices and procedures, and this policy, to take account of changes in the law
- Participating in appropriate training on equal opportunities awareness and equal opportunities recruitment and selection good practice

All staff will be responsible for:

- Conducting themselves to help the school provide equal opportunities in employment, and prevent bullying, harassment, victimisation and unlawful discrimination
- Understanding that they, as well as their employer, can be held liable for acts of bullying, harassment, victimisation and unlawful discrimination, in the course of their employment, against their colleagues, customers, suppliers, visitors and the public
- Taking seriously complaints of bullying, harassment, victimisation and unlawful discrimination by their colleagues, customers, suppliers, visitors, the public and any others in the course of the school's work activities

6. Recruitment and Selection

The school will aim to ensure no job applicant suffers discrimination because of any of the protected characteristics. The school's recruitment procedures will be reviewed regularly to ensure individuals are treated on the basis of their relevant merits and abilities. Job selection criteria will be regularly reviewed to ensure it is relevant to the job and not disproportionate.

The shortlisting of applicants will be done by more than one person wherever possible. Job advertisements will avoid stereotyping or using wording that may discourage groups with a particular protected characteristic from applying. The school will take steps to ensure vacancies are advertised to a diverse labour market.

Applicants will not be asked about health or disability before a job offer is made. There are limited exceptions which will only be used with the head of HR's approval, such as:

- Questions necessary to establish if an applicant can perform an intrinsic part of the job (subject to any reasonable adjustments)
- Questions to establish if an applicant is fit to attend an assessment or any reasonable adjustments that may be needed at interview or assessment
- Positive action to recruit disabled persons
- Equal opportunities monitoring (which will not form part of the decision-making process)

The school is required by law to ensure all staff are entitled to work in the UK. Assumptions about immigration status will not be made based on appearance or apparent nationality. All prospective employees, regardless of nationality, will be expected to produce original documents, e.g. a passport, before employment starts, to satisfy current immigration legislation. The list of acceptable documents is available from the UK Border Agency.

To ensure this policy is operating effectively, and to identify groups that may be underrepresented or disadvantaged in our organisation, the school will monitor applicants' ethnicity, gender, disability, sexual orientation, religion and age as part of the recruitment procedure. Provision of this information will be voluntary and will not adversely affect an applicant's chances of recruitment, or any other decision related to their employment. The information will be removed from applications before the shortlisting process and will be kept in an anonymised format solely for the purposes stated in this policy. Analysing this data helps the school take appropriate steps to avoid discrimination and improve equality and diversity.

7. Staff Training

Staff training needs and associated development opportunities will be identified through regular staff appraisals/ performance management, in line with the school's Teacher Appraisal Policy and Support Staff Performance Management Policy. All staff will be given appropriate access to training to enable them to progress within the organisation and all promotion decisions will be made based on merit. The school will adopt good practice in terms of data collection and use this data to monitor and measure the attraction, recruitment, retention and progression of staff.

Workforce composition and promotions will be regularly monitored to ensure equality of opportunity at all levels of the organisation. Where appropriate, steps will be taken to identify and remove unjustified barriers and to meet the needs of disadvantaged or underrepresented groups. The school's conditions of service, benefits and facilities are reviewed regularly to ensure that they equal opportunities for all.

8. Termination of employment

The school will ensure redundancy criteria and procedures are fair and objective and are not directly or indirectly discriminatory. The school will also ensure disciplinary procedures and penalties are applied without discrimination, whether they result in disciplinary warnings, dismissal or other disciplinary action, in line with the school's Disciplinary Policy and Procedure.

9. Disability Discrimination

The school will encourage staff who are disabled or become disabled to inform the headteacher or their line manager about their condition so the school can support them as appropriate. Staff experiencing difficulties at work because of their disability (physical or otherwise) may wish to contact the Headteacher to discuss any reasonable adjustments that would help overcome or minimise the difficulty. The headteacher may wish to consult with

the staff member and a medical adviser about possible adjustments. The governing board will monitor the physical environment of the school premises to consider whether certain features place physically disabled staff, job applicants, service users, or other stakeholders at a substantial disadvantage compared to others. Where reasonable, the school will take steps to improve access for disabled staff and service users.

10. Part-time, zero hours, and fixed-term employees and agency workers

The school will monitor the conditions of service of part-time employees and their progression to ensure they are being offered appropriate access to benefits and training and promotion opportunities. The school will ensure requests to alter working hours are dealt with appropriately under the Flexible Working Policy.

The school will monitor its use of zero hours and fixed-term employees and agency workers, and their conditions of service, to ensure they are being offered appropriate access to benefits, training, promotion and permanent employment opportunities. The school will, where relevant, monitor their progress to ensure they are accessing permanent vacancies.

11. Breaches of this Policy

If a member of staff believes they may have been discriminated against, they will be encouraged to raise the matter through the school's Grievance Policy. If they believe they may have been subject to harassment, they will be encouraged to raise the matter with the head teacher.

Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure. Staff who make such allegations in good faith will not be victimised or treated less favourably as a result. False allegations which are found to have been made in bad faith will, however, be dealt with under our Disciplinary Policy and Procedure.

Any member of staff who is found to have committed an act of discrimination or harassment will be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. The school takes a strict approach to serious breaches of this policy.

Monitoring and Review

This policy will be reviewed annually by the head teacher in conjunction with the governing board. The next scheduled review for this policy is May 2027.

The school will continue to review the effectiveness of this policy to ensure it is achieving its objectives. As part of this process, the school will monitor the composition of job applicants and the benefits and career progression of staff. Staff are invited to comment on this policy and suggest ways in which it might be improved by contacting the head teacher.

Westfield Nursery School
Appendix 1 Equality Act 2010 Protected Charact Characteristics

The definitions used in this appendix are based on the Equality Act 2010, the full text of which is available here.

Age: The Act protects people of all ages; however, differential treatment because of age is not unlawful direct or indirect discrimination if it can be justified, i.e. if you can demonstrate that it is a proportionate means of achieving a legitimate aim. Age is the only protected characteristic that allows employers to justify direct discrimination.

Disability: The Act protects people who are disabled; the Act defines this as someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Gender identity and/or reassignment: The Act protects transgender people. The Act no longer requires a person to be under medical supervision to be protected, so a person who does not undergo any medical procedures would be covered by these protections.

Marriage and civil partnership: The Act protects people who are married or in a civil partnership against discrimination. Single people are not protected.

Pregnancy and maternity: The Act protects people against discrimination on the grounds of pregnancy and maternity during the period of their pregnancy and any statutory maternity leave to which they are entitled.

Race: The Act protects people of all races; the Act's definition of race includes colour, nationality, and ethnic or national origins.

Religion or belief: The Act protects people of any religion, including specific denominations or sects, as well as a lack of religion, i.e. employees or jobseekers who do not follow a certain religion or do not follow any religion are protected. The Act protects people of any belief; this is defined as any religious or philosophical belief, or a lack of such belief, that is a weighty and substantial aspect of human life and behaviour.

Sex: The Act protects men and women.

Sexual orientation: The Act protects lesbian, gay, bisexual and heterosexual staff.

Appendix 2
Equality impact assessment (EIA)

Name of person completing the EIA	
Role of person completing the EIA	
Date EIA completed	
Contributors to the EIA	

Policy or process information					
Name of policy or process					
Purpose and intended aim of the policy or process					
Who is the policy or process intended for? Tick all that apply.	Pupils	Employees	Governors	Volunteers	Visitors
	☐	☐	☐	☐	☐
Status of the policy or process	New policy or process			Existing policy or process	
	☐			☐	
Date policy or process was last reviewed					
Name of person responsible for the policy or process and its review					

Analysis				
Protected characteristic group	Impact analysis			Explanation of impact analysis
	Positive impact identified	Neutral impact identified	Negative impact identified	
Age				
Disability				
Sex				
Gender reassignment				
Race				
Religion or belief				
Sexual orientation				
Marriage or civil partnership				
Pregnancy and maternity				

Evaluation and decision making	
Consultation and stakeholder engagement	[Include details of any consultation process or engagement with relevant stakeholders. Indicate whether consultation or engagement was internal or external.]
Evidence used to support the decision-making process and final decision	[Provide details of any evidence used to support the final decision made, e.g. research, surveys or verbal feedback.]
Final decision	[Once an EIA has been completed, if indirect or direct discrimination has been identified, then there are three options to be considered: • Removal of the policy or process • Adaptation of the policy or process to remove the indirect or direct discrimination • Continue without action Record the decision made following completion of the EIA.]
Explanation of the final decision	[Provide a clear explanation for the decision reached. If the decision is made to continue with the policy or process without any action and discrimination has been identified, then the responsible body would be expected to be able to clearly justify that decision.]
Monitoring arrangements	[Detail how the outcome of the EIA will be monitored, including the frequency of monitoring and any required consultation or stakeholder engagement.]

Arrangements for communicating the outcome of the EIA	[Explain how the outcome of the EIA will be shared and with whom, e.g. all relevant stakeholder groups.]

Date EIA ratified	
Date of review	