



Equality & Inclusion Policy

Title	Equality and Inclusion Policy
Summary	This policy sets out our commitment and approach to equality, diversity and inclusion.

Title	Equality and Inclusion Policy
Purpose	To ensure that all stakeholders are aware of this policy and its application in relation to equality, diversity and inclusion for all pupils and staff.
Operational Date	
Frequency of Review	Every 3 Years
Date last Reviewed and Approved by Board of Governors	

1. Introduction

Banbridge Nursery School is committed to equality and inclusion.

We recognise the value of diverse environments and strive to promote a culture in which all pupils, staff and members of the school community are welcomed and supported to fulfil their potential, irrespective of their background or personal characteristics.

We are committed to an ethos and culture of inclusion in our school for all pupils, irrespective of race, religion/belief, political views, disability, SEN status, gender, gender identity (e.g. transgender) and/or sexual orientation (LGBTQ+).

Banbridge Nursery School is an inclusive school where we focus on the well-being and progress of all our children and young people and where all members of our school community are of equal worth.

We recognise, respect and value difference and understand that diversity is a strength that enriches our lives. We take account of differences and strive to remove any barriers to learning and development.

We oppose all forms of unlawful and unfair discrimination and bullying and harassment. As a school community, we recognise the need to champion equality and ensure inclusion for all pupils in the full life of our school; where appropriate making necessary adjustments to enable everyone's participation.

Banbridge Nursery School believes that education (both formal and informal learning) is fundamental to equality of opportunity. It prepares children and young people for life and is a powerful influence on access to and advancement in employment. All children and young people should be able to learn and develop fully in a truly diverse and inclusive environment.

All our policies and practices are fully inclusive and supportive of a welcoming culture for all communities; this is evidenced in our practices and procedures.

2. Mission and Values

At Banbridge Nursery School, we believe that children are competent learners with their own individual ways of learning and the primary role of education is to prepare children to be self-motivated, confident, respectful and resilient lifelong learners. Learning starts from what individual children know and can do and builds on this knowledge and these capabilities.

Our curriculum is flexible, relevant and embedded in real-life experiences, particularly outdoors, in nature. Children have the freedom to follow their interests, to explore these further and to make the necessary adjustments to fit new learning with existing learning. We believe the role of the adult is to respond to individual children's abilities to choose, engage, think, experiment, explore and persist independently and in collaboration with others.

Our learning environment facilitates the reciprocal relationships and communication that underpin successful learning and development in spaces where children feel safe, secure, valued and respected. All our learners, across the generations, are expected and supported to step outside their comfort zones to fulfil their potential; achieve their goals and to play an active and positive role in our community and wider society.

3. Equality and Inclusion – School Policies

Through this policy, and the wider practices within Banbridge Nursery School we seek to empower our young people to embrace diversity and challenge discrimination. We equip our Governors and staff to fulfil their legal responsibilities, ensure that our school's safeguarding procedures are comprehensive and inclusive and enable robust monitoring of our progress as a school.

Inclusion underpins all our school policies.

As part of our overall school policy development there are a number of policies that we must have in place and regularly review to ensure our school is addressing its statutory responsibilities. These include Anti-bullying Policy, Safeguarding Policy, Curriculum Policy, Positive Behaviour Policy and Admissions Policy. Any arising incident will be dealt with by the appropriate policy. There should never be any grey areas when it comes to young people's safety and well-being.

This is supplemented by a range of other policies that as a school we feel are important to have for our whole school community. It is our belief that equality and inclusion is central to **all** of our policies and that we maintain an ethos that welcomes diversity and promotes equal opportunities for all, ensuring all our pupils and their families feel valued and supported and making sure that equality and inclusion is evident in everyday school life.

Such documents include:

- Pastoral Care Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Positive Behaviour Policy
- SEN Policy
- School Development Plan

4. Responsibilities

The **Board of Governors** have overall responsibility to:

‘Promote equality, good relations and diversity and to comply with education and employment legislation and anti-discrimination, human rights and equality legislation that affect its statutory duties in relation to the school’ *‘Every school a good school – the governors role’* (Department of Education NI, August 2019)

The Governors have overall responsibility to manage the implementation of equality and diversity in our school.

The **Principal** is responsible for:

ensuring policies and procedures are in place to comply with equality legislation;

- ensuring the school implements policies and practices in line with the principles of equality and inclusion;
- following the relevant procedures and taking action in cases of unfair discrimination, harassment or bullying;
- making sure that all staff know their responsibilities and receive the support and training necessary to carry them out;
- ensuring appropriate training and awareness raising is undertaken with staff;
- ensuring that appropriate records are kept of any cases of unfair discrimination, harassment or bullying.

The School’s Pastoral Care and Safeguarding Team will manage the implementation of the policy in partnership with the Principal, Mrs Kerry Porter, who is also the Designated Teacher.

All School Staff (teaching and non-teaching) have a responsibility for the day-to-day operation of this policy and will contribute to an inclusive and welcoming environment within the school.

Parents & pupils are responsible for:

- respecting others in their language and actions;
- following all of the relevant school policies and codes of conduct in line with the principles of equality and inclusion

5. How do we promote Equality and Inclusion?

Banbridge Nursery School promotes equality and inclusion within our school through the following activities:

Name of School promotes diversity and inclusion through the following activities:

School /Centre Practices

- Develop a whole school approach
- Have an inclusive mission statement
- Use a range of resources and teaching approaches
- Use appropriate terminology and language
- Tackle stereotypes
- Increase the visibility/ role modelling of minority groups
- Set clear expectations about acceptable behaviour

Facilities/ Services

- Promoting and using interpreting services
- Using translated documents where available
- Have allocated accessible parking
- Having all accessible toilets/changing facilities
- Having an accessible main entrance and building
- Considering flexible payment schemes when planning trips and extra-curricular activities
- Helping parents to access advice from support organisations including notice boards with clear and accessible information and contacts

Curriculum

- Examining where and when themes around equality and inclusion might be embedded within each curriculum area
- Holding equality and inclusion themed events and following up on these

6. Monitoring the Success of the Equality and Inclusion Policy

The policy will be monitored via a range of methods:

- Staff meetings to have Equality & Inclusion as an agenda item;
- Governors to report on the successes and challenges in relation to inclusion;
- Number of bullying incidents by equality characteristic to be monitored and appropriate action taken as necessary;
- Embedding of equality and inclusion across curriculum areas to be monitored through planning and evaluation of implemented actions;
- Number of comments and complaints in relation to equality and inclusion to be monitored;
- Positive stories on equality and inclusion to be highlighted

- Feedback from pupils, staff, parents and the wider community to be sought regularly

7. Complaint's Procedures

The school has a robust and transparent Complaints procedure. If a complaint is made regarding equality or inclusion, the Complaints process will be fairly and systematically applied. Access to the Complaints procedure can be found on the schools website at www.banbridgenursery.com .

8. Review cycle of policy

The Equality and Inclusion Policy will be reviewed by all stakeholders through focus groups; meetings and results from the use of audit tools and, if required, updated every three years in line with our school policy review cycle.