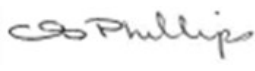


Stockingford  
Nursery School

# Equality, Diversity & Inclusion Policy

Passed and adopted by Governing Body:

Signed 

Dated: 23.03.2026

Review: March 2027

## **1. Introduction**

Stockingford Nursery School is committed to promoting a positive and inclusive culture in which all staff and young people are valued, included and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex, sexual orientation, gender identity, pregnancy or marriage/civil partnership.

We recognise our obligations under the Equality Act 2010 and are committed to promoting the equality and diversity with all those we work with especially our employees, pupils, young people and visitors. We oppose all forms of unlawful and unfair discrimination, bullying, harassment and victimisation and will make every effort to comply with the requirements of the Act and its subsequent provisions.

The following groups have been identified as key recipients in terms of the provision of this statement:

- Looked after or on the edge of Care
- Special Educational Needs / Learning Difficulties and Disabilities
- Excluded or at risk of exclusion from school
- From an ethnic group, including those from Gypsy, Roma and Traveller
- Have English as an additional language
- Are missing in education
- Have Ill health, including hospitalisation, affecting attendance at school
- Are Not in education, Employment or Training (NEET)
- Drug or alcohol abuse
- School age / teenage parents
- Young carers
- Offending or at risk of offending
- Mental health issues
- In receipt of free school meals
- Live in areas of deprivation
- Gifted and talented

This policy and all associated procedures apply to all staff (including volunteers and students on placement), young people and visitors and should be read in conjunction with the following policies:

- Anti-Bullying Policy
- Complaints Policy
- Accessibility Plan
- Online Safety Policy
- Health and Safety Policy
- Management of Behaviour: Behaviour Regulation Policy
- Privacy Policy
- Safer Recruitment Policy
- Restrictive Physical Intervention (RPI) Policy
- Children with a social worker Policy
- Staff Code of Conduct Policy
- Safeguarding and Child Protection Policy
- Whistle Blowing Policy

Failure to comply with these policies and procedures may result in disciplinary action.

Discriminatory treatment, bullying, harassment or victimisation of staff or young people by visitors will also not be tolerated.

## 2. Compliance

Compliance with the Equality Act 2010 is the responsibility of all members of staff. Stockingford Nursery School does not condone any act of direct discrimination, indirect discrimination, bullying, harassment or victimisation. Any breach of this policy may lead to disciplinary action.

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

## 3. Definitions

The Equality Act covers nine protected characteristics upon which discrimination is unlawful:

- Age (for employees)
- disability
- gender reassignment
- marriage and civil partnership (for employees)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

For further information on **types of unlawful discrimination** see Appendix 1.

## 4. Public Sector Equality Duty

The school is aware of its responsibilities under the Equality Act 2010 and complies with non-discrimination provisions. When public authorities carry out their functions, they must have **due regard** to:

- eliminate **unlawful discrimination, harassment and victimisation**
- **advance equality of opportunity** between people who share a protected characteristic and those who don't
- foster or **encourage good relationships** between people who share a protected characteristic and those who don't
- Where relevant our policies include references to the importance of avoiding discrimination and other prohibited conduct.
- Staff and governors are regularly reminded of their responsibilities under the Equality Act during staff meetings and governor meetings.
- New staff receive training on the Equality Act as part of their induction, and all staff receive regular refresher training.

- The school has an equality link governor – Anne Lynch

## 5. Roles and responsibilities

The designated senior member of staff with overall responsibility for all equality and diversity matters at Stockingford Nursery School is the Headteacher. For further information on the **roles and responsibilities** of the Designated Person see Appendix 2.

It is the responsibility of all staff to:

- Treat colleagues, young people and visitors with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, bullying, harassment or victimisation;
- Support and participate in any measures introduced to promote equality and diversity;
- Actively challenge discrimination and disadvantage in accordance with their responsibilities;
- Report any issues associated with equality and diversity in accordance with this policy.

It is important to appreciate that an employee is **personally responsible** for their own acts of discrimination, bullying, harassment or victimisation carried out during their employment, whether or not the employer is also liable.

Any attempt to instruct, cause or induce another person to discriminate, bully, harass or victimise a third person will also amount to unlawful discrimination and any employee doing so will be subject to disciplinary action.

## 6. Duty to make reasonable adjustments

We will actively seek to make reasonable adjustments, where there is a need to ensure that people with a disability have equal access to opportunities and resources.

We will take positive and proactive steps to remove, reduce or prevent the obstacles faced by an individual with a disability, as far as is reasonable.

For further information, visit the Equality and Human Rights Commission website at: [www.equalityhumanrights.com](http://www.equalityhumanrights.com)

## 7. Eliminating discrimination

The school 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training on a regular basis.

The school has a designated member of staff – Headteacher Katherine King who is supported by the SLT – Sara Ward & Sally Phillips for monitoring equality issues, and

an equality link governor -Anne Lynch. They regularly liaise regarding any issues and make governors aware of these as appropriate.

## **8. 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 (e.g. pupils with disabilities).
- › Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- › Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will be looking to:

- › Publish attainment data each academic year showing how pupils with different characteristics are performing
- › Analyse the data referenced above to determine strengths and areas for improvement and implement actions in response.
- › Explore data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## **9. Fostering good relations**

The school 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 EYFS curriculum. This includes teaching personal, social and emotional development, but also activities in other curriculum areas. For example, as part of teaching and learning for Literacy & Understanding of the World, pupils will be introduced to stories from a range of cultures
- › Teaching at key group time to deal with relevant issues e.g. developing an awareness of British Values – mutual respect and tolerance of others.
- › Working with our local community. This includes inviting leaders of local faith groups e.g. the church to share a Christmas story and organising activities based around the local community e.g. Scarecrow Festival.
- › Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. We also work with parents to promote knowledge and understanding of different cultures
- › We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## **10. Admissions policy**

Our admissions criteria are defined under the admissions policy and are applied consistently to every young person, irrespective of any protected characteristic.

## **11. Curriculum delivery**

The curriculum is crucial to tackling inequalities for pupils including gender stereotyping, preventing bullying and raising attainment for certain groups. The principles of equality and diversity are embedded in our academic and social curriculum.

Positive and proactive steps will be taken to prevent discrimination against, or bullying, harassment or victimisation of, any young person in the provision of education. We will ensure fair access to benefits, facilities or services including educational trips, work experience and leisure activities.

## **9. Exclusion policy**

The decision to exclude a child for a fixed period or permanently is a **last resort**. Our exclusion criteria are defined under the exclusion policy and are applied consistently to every young person, irrespective of any protected characteristic.

## **10. Recruitment and selection**

All employees, whether part-time, full-time, temporary or permanent will be treated fairly and equally.

We will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, training, pay and benefits, discipline and selection for redundancy. Selections where appropriate will be made on the basis of aptitude, ability and/or merit.

Where appropriate, Stockingford Nursery School will endeavour to make all reasonable and effective adjustments during the recruitment and selection process.

Where recruitment and selection is carried out by a third party, on behalf of Stockingford Nursery School, we will take all reasonable steps to ensure they adhere to the principles of this policy.

## **11. Reporting and recording incidents of discrimination and harassment**

All incidents of discriminatory treatment, bullying and harassment must be reported to the Headteacher and recorded as soon as is reasonably possible (and in any event within 24 hours of the incident).

All bullying-related incidents (confirmed or otherwise), will be addressed in accordance with our Anti-Bullying Policy.

## **12. Complaints and grievances**

If an individual believes that they have been discriminated against, bullied, harassed or victimised, they may follow our complaints or grievance procedure.

## **13. Implementation, monitoring, evaluation and review**

The designated senior member of staff with overall responsibility for the implementation, monitoring and evaluation of the 'Equality, Diversity and Inclusion Policy' is the Headteacher.

The designated member of staff is also responsible for ensuring that all young people, staff, parents/carers and placing local authorities are aware and comply with our policy. Additional support would also be provided to any parent or significant person, wishing to know more about the policy and procedures outlined above. A copy of this policy document is available for inspection on the premises during office hours and an electronic copy is posted on our website.

This policy document will be reviewed and publicised in writing, at least annually and, if necessary, more frequently in response to any significant incidents or new developments in national, local and organisational policy, guidance and practice.

### Further information about equality and diversity

#### 1. Types of unlawful discrimination

**Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex sexual orientation).

**Discrimination by association** is direct discrimination against someone because they associate with another person who possesses a protected characteristic.

**Perception discrimination** is 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** occurs when a condition, provision, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic and it cannot be shown to be a proportionate means of achieving a legitimate aim. Arguing that it's more expensive not to discriminate is unlikely to be considered a valid justification

#### **Discrimination arising from disability**

The Equality Act also protects an employee from what the law terms 'discrimination arising from disability' – this is where they are treated unfavourably, not because of the disability itself, but because of something linked with the disability.

**Harassment** occurs when a person is subject to “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”. It can include behaviour that individuals find offensive even if it’s not directed at them, offence was not intended and even if they do not have the relevant protected characteristic themselves.

**Bullying** is very similar to harassment, but is not related to a protected characteristic. Bullying doesn't have a legal definition in the Equality Act but will normally be handled in exactly the same way under an organisation's duty of care.

**Victimisation** occurs when an individual is subject to a detriment because they have -or are suspected of having -made an allegation given evidence about, or supported any individual (including themselves) who has been subject to any of the above.

A child should not be treated less favourably because of the actions of a family member.

If an individual gives false evidence or makes an allegation in bad faith, then they are not protected from victimisation of the Act.

## Roles and responsibilities

The designated senior member of staff with overall responsibility for all equality and diversity matters at Stockingford Nursery School is the Headteacher.

The role of the Designated Person is to:

- Create an environment in which all members of the community are expected to treat one another with mutual respect, dignity and tolerance.
- Ensure that Stockingford Nursery School complies with equality legislation;
- Ensure all policies, practices and procedures, associated with equality, diversity and inclusion, including admissions, curriculum, recruitment and selection are implemented;
- To make effective and reasonable adjustments where appropriate to meet the individual needs of staff, young people and others who may have business with Stockingford Nursery School;
- Ensure that all staff are aware of and follow Stockingford Nursery School's policy; and receive appropriate equality and diversity training, in accordance with their roles and responsibilities;
- Take 'all reasonable steps' to prevent discrimination, harassment and victimisation from taking place;
- Take responsibility for recording, managing and analysing incidents of discrimination, bullying, harassment and victimisation in accordance with Stockingford Nursery School's policies, procedures and guidance.

It is the responsibility of all staff to:

- Treat colleagues, young people and visitors with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation;
- Support and participate in any measures introduced to promote equality and diversity;
- Actively challenge discrimination and disadvantage in accordance with their responsibilities;
- Report any issues associated with equality and diversity in accordance with this policy.

It is important to appreciate that an employee is **personally responsible** for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is also liable.

Any attempt to instruct, cause or induce another person to discriminate, harass or victimise a third person will also amount to unlawful discrimination and any employee caught doing so will be subject to disciplinary action.

## Overview of Roles and Responsibilities

We believe that promoting Equality is the responsibility of everyone in the school community:

<b>School Community</b>	<b>Responsibility</b>
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. The Governing Body will also agree the Equality Policy objectives.
Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day-to-day duties. Ensuring that the whole School community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Head as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non- Teaching Staff	Support the School and the Governing Body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of-your responsibility to record and report prejudice related incidents.
Parents	Take an active part in identifying barriers for the school community and in informing the Governing Body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Support the School to achieve the commitment made to tackling inequality. Uphold the commitment made by the Headteacher on how pupils, parents/carers, staff and the wider School community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the Governing Body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the School community in tackling inequality and achieving equality of opportunity for all.



**Equality Objectives 2026-2030**

<b>Objective</b>	<b>How will the impact of the objective be monitored/</b>	<b>Who is responsible for implementing?</b>	<b>What are the timeframes?</b>	<b>Early success indicators</b>
Publish and promote the Equality Objectives through the school website, newsletters, staff and governor meetings.	Parent/carer feedback Child and staff voice Governor monitoring Visit	Headteacher	Termly updates from Spring 2026 onwards	Staff are familiar with the principles of the Equality Objectives and use them to deliver teaching and to develop the learning environment. Parents can access the objectives via the school website.
Develop the Equality training offer to ensure all staff members and governors are suitably trained.	Training certificates obtained Staff and governors are more confident with their knowledge.	Headteacher & SBM	Annual training	Increased knowledge and awareness of equality and skills applied in school processes.
Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for children	Achievement data analysed by race, gender and disability	Headteacher, SBM Lead teacher Governors	Termly Data analysis from Spring 2026 onwards	Analysis of data demonstrated the gap is narrowing for equality groups Leuven data for wellbeing
Ensure the curriculum promotes the school's diversity in terms of race, gender and disability.	Evidence in learning books, classroom displays, ITMP's Governor monitoring visit Planning documents	Lead teacher Teacher Nursery teams	Ongoing	Development of the learning environment and part of the taught and continuous provision.
Identify, respond and report racist incidents as outlined in the Equality Policy. Report the	Headteacher & Governors will use the data to assess the impact of the school's	Headteacher DSL's Governing	From spring 2026	All staff are aware of and respond to racist incidents. Governors monitor that

figures to the Governing body on a termly basis (and local authority following an investigation).	response to incidents.	Board	onwards	incidents are reported and actioned.
To use WCC Equality, Diversity and Inclusion Audit tool	Action plan to be monitored termly for developments evidenced	Headteacher SBM Lead teacher	From Autumn 2026	Action plan developments are addressed and improvements are evidenced.
SLT ensure that the EYPP strategy is implemented and monitored effectively.	Staff have accessed high quality training as required. Data is monitored termly for attainment and progress.	Headteacher Lead teacher SBM	Ongoing - termly reviews	EYPP Report Staff CPD EYPP Data analysis