



Equality Policy Statement and Objectives

Approved by:	Becky Wood	Date: 01 September 2025
Last reviewed on:	September 2025	
Next review due by:	September 2029	

Wingate Nursery School is fully committed to equality. We aim for every child to fulfil their potential, no matter what his/her background or personal circumstances. We maintain the aim of embedding principles of fairness and equality across our entire curriculum.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- ✓ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- ✓ Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- ✓ Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all children, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

The protected characteristics for the schools' provisions are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (only applicable to staff, not pupils)
- Marriage and Civil Partnerships (only applicable to staff, not pupils)

Age and marriage and civil partnership are NOT protected characteristics for the schools' provisions for children.

We will have **due regard** to advancing equality of opportunity including making serious consideration of the need to:

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of persons who share a protected characteristics that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will take into account the six Brown principles of 'due regard'

- **awareness** – all staff know and understand what the law requires
- **timeliness** – implications considered before they are implemented
- **rigour** – open-minded and rigorous analysis, including parent/child voice
- **non-delegation** – the PSED cannot be delegated
- **continuous** – ongoing all academic year
- **record-keeping** – keep notes and records of decisions & meetings

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- ✓ publishing our equality information
- ✓ publishing our equality objectives

We aim to make the information accessible, easy to read and easy to find.

Legal framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise these duties are essential to reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998 and the Public Sector Equality Duties 2010.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

<p>Principle 1: All learners are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value.</p>
<p>Principle 2: We recognise and respect difference. Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage, which people may face.</p>
<p>Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. We intend that our policies, procedures and activities should promote:</p> <ul style="list-style-type: none">• positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people• positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents• mutual respect and good relations between boys and girls, and women and men, and an absence of sexual, homophobic and transphobic harassment.• positive attitudes and understanding of those women pregnant or during maternity.
<p>Principle 4: We observe good equalities practice in staff recruitment, retention and development We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.</p>
<p>Principle 5: We aim to reduce and remove inequalities and barriers that already exist In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist.</p>

Principle 6: We consult and involve widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve all sectors of the school community.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality.

Principle 9: Objectives

Every four years we formulate and publish specific and measurable objectives, based on the evidence we have collected and published. The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the nine guiding principles.

Ethos and organisation

We ensure the guiding principles apply to the full range of our policies and practices, including those that are concerned with:

- children's progress, attainment and achievement
- children's personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We take seriously the importance of recording the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. We also investigate potential patterns and trends of incidents.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. An identified member of the governing body has a supporting role regarding the implementation of this policy.

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action.

All staff are expected to:

- promote an inclusive and collaborative ethos in nursery
- respond to prejudice-related incidents that may occur
- incorporate the principles of this policy into the curriculum

- keep up-to-date with equalities legislation relevant to their work

Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all children and their parents and carers.

All staff and governors are signposted towards a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

We respect the religious beliefs and practice of all staff, children and parents, and aim to comply with reasonable requests relating to religious observance and practice.

Staff development and training

We ensure that all staff receive appropriate training and opportunities for professional development around equalities.

Breaches of the policy

Breaches of this policy will be dealt with in line with the school's disciplinary policy.

Monitoring and evaluation

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

We collect, analyse and use data in relation to achievement, relevant and appropriate to the profile of the school.

Equality Information:

We maintain confidentiality and work to data protection principles.

Staff:

As we have under 150 staff on roll, it could be easy to identify individual members of staff and therefore we will refrain from publishing this information.

Children:

Children on roll are aged between 2 and 4 years old.

Age	We have children aged 2 – 4 years in our school
Disability	N/A
Gender Reassignment	Although unlikely due to age, we would support any child towards gender reassignment
Pregnancy and Maternity	We comply with our equality duty and have planned to deliver education on site if and when required or offer a place at the Young Parent Group run by the SEND & Inclusion Service.
'Race' / ethnicity	Our numbers are so small it would be inappropriate to publish this information
EAL (English as an Additional Language)	Our numbers are so small it would not be appropriate to publish this information
Religion and Belief / no belief	Our pupil profile comprises: Christian, Church of England, Roman Catholic, Muslim, Methodist, No religion
SEND	7 children are identified with a Special Educational Need

Sex – male/female	
Sexual orientation	We support all pupils regardless of sexual orientation
Early Years Pupil Premium	25% of our children are eligible for EYPP

We will update our equality information at least annually and publish on the school website.

Equality Objectives 2024 - 2028

Our equality objectives are:

- to ensure our resources, including books, dolls, puppets etc do not reflect any stereotyping of gender or ethnicity

We will update our equality objectives every four years and publish them on our school website.

We will review progress on these objectives throughout the academic year and this paperwork will be held within school.

We adopt a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHCR) statement:

‘To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.

Though the Act refers to ‘race’, the use of ethnic/ cultural origin, background or heritage is often more appropriate.

For further information on the Equality Act 2010 and exceptions for schools with religious character please see the document published by the DfE ‘Equality Act 2010: Advice for School Leaders

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality Act Advice Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

The Catholic Education Service document ‘Equality Act 2010 – Guidance note for Catholic Schools’ also provides specialist guidance for Catholic Schools.

<http://www.catholiceducation.org.uk/guidance-for-schools/equality>