



**Margaret McMillan Nursery School
and Children's Centre**
Hornsey Rise
Islington
N19 3SF
020 7281 2745
www.margaretmcmillan.islington.sch.uk

Equality and Diversity policy

Aims

Margaret McMillan Nursery School and Children's Centre is committed to valuing diversity by providing equality of opportunity and anti discrimination practice for all children, families colleagues and members of the community who use the centre.

Our aims are:-

- To provide a secure environment in which all our children and their families can flourish and in which all contributions are valued.
- To include and value the contribution of all families to our understanding of equality and diversity.
- To provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities.
- To improve our knowledge and understanding of issues of anti discriminatory practice, promoting equality and valuing diversity.
- Use local information and data to ensure that we are meeting the needs of our community

Legal duties

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties 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.

Key principles

1. **All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. **We recognise, respect and value difference and understand that diversity is strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. **We foster a shared sense of cohesion and belonging.** We want all members of the Margaret McMillan community to feel a sense of belonging both within school and the wider community and to feel that they are respected and able to participate fully in the life of the school and Children's Centre.

5. **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential.
7. **We work to raise standards for all children, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of children raises standards for all.

Beliefs and Commitments

Margaret McMillan nursery school and Children's Centre is part of a community that enjoys a wide social, racial and ethnic mix. We believe that:

- All children, parents, staff and colleagues who use Margaret McMillan nursery school and children's centre have a right to equal access to all the facilities and opportunities available.
- All children, parents, staff and colleagues who use Margaret McMillan nursery school and children's centre have a right to feel respected, safe and enabled to take charge of and benefit from all the provision offered.
- A broad, balanced, high quality Early Years provision must value, celebrate and use all the rich cultural, ethnic and social diversity represented in the school and the local community.
- A nursery school often represents a family's first experience of the education system. Much can be done to establish positive attitudes to individual worth and to the understanding and promotion of diversity and value in others.
- Treating equal opportunity issues and anti-discriminatory practice as separate and isolated parts of provision will lead to a fragmented approach and may allow many important and contributive factors to go unnoticed.
- There will only be success in developing and delivering policy into practice where there is a firm commitment to equal opportunity, diversity and anti-discriminatory practice in all areas of provision and as part of the ongoing evaluation.

To ensure that Equal Opportunity and anti discriminatory practice are an integral part of school life the school is committed to:

- Considering the impact of Equal Opportunities and anti discriminatory practice at all planning and evaluation exercises.
- Tackling any discriminatory or abusive behavior immediately; reviewing, documenting and tracking any abusive or discriminatory behavior to evaluate school practice
- Taking steps to create a positive atmosphere towards diversity throughout the school and to make this explicit in the choice and use of resources and activities.
- Ensuring that Equal Opportunities and anti discriminatory practices are included as part of the whole school Inset program and as elements in other theme or team focused Inset.
- Ensuring that Equal Opportunities and anti discriminatory practice are included in each annual review and as part of the school development plan.
- Developing relevant ways of monitoring outcomes appropriate to the early years
- Using local data to ensure that we are responding to the needs of the local community

- Being aware of the reasonable adjustment duty for disabled pupils/adults – designed to enhance access and participation to the level of non-disabled pupils/adults and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- Ensuring that all interview panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- Taking seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school and children's centre.
- Actively promoting equality and diversity through the curriculum and by creating an environment which has respect for all.
- Taking account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils/adults to facilities and services.
- Our admissions arrangements are fair and transparent, and we do not discriminate against children or their families by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

Roles and Responsibilities

The Governing Body :

- 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.
- A lead governor has been appointed to support diversity, Equal Opportunity and anti discriminatory practice.

The Headteacher (with the support of the Leadership Team) is responsible for:

- Ensuring that staff, parents/carers, children and visitors are informed about the Equalities Policy
- Overseeing the implementation of the policy
- Ensuring that all staff understand their responsibilities and are given appropriate training
- Monitor the scheme and report to the Governing Body at least annually on the effectiveness of the policy
- Taking appropriate action in response to cases of unlawful discrimination;
- Informing parents of any incidents involving their child
- Ensuring that there exists equality of opportunity for professional development within the staff team
- Ensuring that the Leadership Team are kept up to date with any development affecting the policy or actions arising from it

All staff are expected to:

- Promote an inclusive and collaborative ethos
- Incorporate principles of non-discrimination, equality and respect for diversity into all aspects of their working practices
- Challenge prejudice and discrimination and deal fairly and professionally with any prejudice-related incidents that may occur
- Recognise that the cultural diversity of our school community is one of its strengths and should be celebrated
- Be fully aware of the Equality Policy and how it relates to them
- Ensure that materials used promote positive views of diversity rather than cultural stereotypes
- Encourage the widest participation of parents in the life of the school
- Maintain the highest expectations of success for all pupils
- Support different groups of children through differentiated planning and teaching

All staff will:

- Be supported in their professional development

- Be supported in their right to be respected by parents and other professionals working in the school
- Have their racial and linguistic diversity recognised and respected by colleagues, governors and other professionals working in the school

Parents, visitors, other professionals, and contractors are expected to:

- Be encouraged to actively support this policy
- Have access to this policy appropriate to their requirements
- Be informed of any incident related to this scheme which could directly affect their child
- Be encouraged to attend any relevant meetings and activities related to the scheme

The legal framework for this policy is: The Equality ACT 2006, Disability Discrimination Act (DDA) 1995, 2005 Race Relations Act 1976 Race Relations Amendment Act 2000 Sex Discrimination Act 1976, 1986 Children Act 1989, 2004 Special Educational Needs and Disability Act 2001

Date reviewed	October 2024
Date of next review	November 2026
Ratified by Governing Body	November 2024