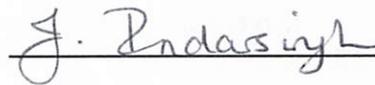




Thornton Heath Nursery School Equalities Policy and Objectives

Signed:





Chair of Governors

Date: 27.02.26

Head of Nursery

Date: 27.02.2026

Review date: As required

Thornton Heath Nursery School Equalities Policy and Objectives

A) Aim of Policy

- A1** The aim of this policy is to promote equality of opportunity for all groups within Thornton Heath Nursery School, herein referred to within this policy as 'THNS'. The Governors of THNS are committed to a policy of equality for all pupils, staff, parents, carers and members of the governing body and will work to the principles of equal opportunities in all aspects of school life. We believe that everyone in our school is of equal value and should be treated fairly. In order to achieve this, we aim to provide an education and school experience, within our school and wider community, free from discrimination on the grounds of special educational needs and disability, gender and sexual orientation, race, religion, not having English as a first language, disadvantage and ability (including being more able).
- A2** THNS is committed to challenging and preventing discrimination, whether it occurs directly or indirectly. We treat each other equally, with dignity and respect, and seek to promote equality at all times. We actively promote positive values and attitudes regarding special educational needs and disability, gender and sexual orientation, race, religion, not having English as a first language, disadvantage and ability (including being more able) within our school and wider community.
- A3** We aim to develop a culture of inclusion and diversity in which people feel free to disclose any additional needs so that they can participate fully in school life.
- A4** We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

SECTION 1 THE EQUALITY PLAN

1. Introduction

- 1.1** THNS has due regard to its obligations under the Equality Act 2010. All policies and practices, including admissions arrangements and decisions, must meet the requirements of the Act. THNS is subject to the Public Sector Equality Duty, and therefore it must have due regard to the need to eliminate discrimination, harassment and victimisation, advance equality of opportunity, and foster good relations in respect of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- 1.2** This Equality Plan sets out in detail how the school intends to meet its statutory duties and follow best practice. It is effectively a strategy and action plan which summarises the school's approach to equality across all groups.

2. Purpose - Aims and values

- 2.1** The purpose of the Equality Plan is to provide equality and excellence for all, in order to promote the highest possible standards. The principles of this plan apply to all members of the school's community – pupils, staff, parents, community members and governors.

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2.2 The overall aim is to provide a framework for the school to pursue its equality objectives. In our school we aim to:

- a) eliminate unlawful discrimination and harassment;
- b) promote equality of opportunity and promote good relations and positive attitudes between people of diverse backgrounds in all its activities;
- c) endeavour to create a community where pupils are well prepared for life in a diverse, pluralist society;
- d) promote the principle of fairness and justice for all through the education that we provide in our school;
- e) ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone;
- f) ensure that no pupils, staff, parents or carers or any other person through their contact with our school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, social class, where the person lives or spent convictions.

2.3 We will do this by:

- a) treating all those within our school community (e.g. pupils, staff, governors, parents, carers, visitors and the community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience;
- b) creating and maintaining an ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices through our leadership, teaching and the wider curriculum;
- c) encouraging everyone in our school community to gain a positive self-image and develop high self esteem;
- d) having high expectations of everyone involved with the school;
- e) recognising we may have to treat some pupils or staff members differently in order to ensure equality of opportunity;
- f) ensuring that all pupils and staff members have equal access to the full range of educational and development opportunities provided by the school;
- g) challenging personal prejudice and stereotypical views whenever they occur.
- h) valuing each pupil's and staff member's worth;
- i) celebrating the individuality and cultural diversity of the community centred on our school, and showing respect for all minority groups;
- j) promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly within our policies and rules;
- k) constantly striving to remove any forms of indirect discrimination that may form barriers to learning or development for some groups;
- l) identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all;
- m) monitoring evaluating and reviewing all the above to secure continuous improvement in all that we do.

2.4 Our Equality Objectives for **2021-2026** are:

- a) To ensure equality for all pupils, staff, parents, carers, members and Governors

- b) To narrow the gap in attainment between pupils in our most vulnerable groups
- c) To provide a curriculum that is reflective of the diverse groups within our school
- d) To ensure learning experiences build pupils' cultural capital and promote social mobility
- e) To develop independent, life-long learners who will contribute positively to a diverse society

In doing so, we will honour, respect and celebrate the uniqueness of each individual and embrace diverse backgrounds, values, and points of view to build a strong and inclusive school community, to prepare the children for lives in a multicultural local and global society.

3. Leadership, Management and Governance

- 3.1** The school's governing body is committed to meeting its duties under equality legislation.
- 3.2** It is the responsibility of all staff, including those helping on a voluntary basis, and partner organisations to promote equality.
- 3.3** The governing body will endeavour to ensure that all relevant policies reflect its commitment to the principles of equality and that this commitment is reflected clearly in all its work.
- 3.4** The school ensures the involvement of staff and governors and, where appropriate, takes steps to enable the contribution of pupils and their parents/carers and other relevant parties.
- 3.5** Outcomes of monitoring and assessment will be reported to the governing body and other key partners.
- 3.6** Members of the school's community will be kept informed of equality and diversity initiatives.
- 3.7** The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and HR guidance. The school seeks to encourage people from under-represented groups to apply for positions at all levels.
- 3.8** Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this plan.
- 3.9** Staff receive appropriate training to enable them to deal effectively with bullying and discriminatory incidents.

4. Personal development and pastoral care

- 4.1** Our pastoral support systems take account of disability, gender, religious and ethnic differences and the experiences and particular needs of people living in a diverse society.
- 4.2** Support is given to victims and perpetrators of harassment and unacceptable behaviour.
- 4.3** External agencies are involved, where appropriate.
- 4.4** Our school uses monitored data, including that relating to disability, ethnicity, gender and SEND, to monitor admissions, attendance, exclusions. Also, the use of sanctions and rewards, including that relating to disability, ethnicity, gender and SEND, will be used to monitor the attainment,

progress and the well-being of pupils and, where appropriate, targets will be set. Analysed results will be used to inform planning and decision-making.

5. Learning and Teaching

- 5.1** Within THNS all pupils have access to the Early Years Foundation Stage curriculum with learning activities appropriately differentiated to meet the specific needs of individual pupils.
- 5.2** Staff ensure that the nursery is an inclusive environment in which all pupils feel safe, included and their contributions are valued. Where required, appropriate modifications or adjustments to the setting and/or wider school environment may be made to support and accommodate pupils with specific needs or disabilities, e.g. multilingual labels, visual timetables, inclusion of quiet areas, accessibility adjustments or provision of specialist equipment, etc.
- 5.3** Continuous provision is a cornerstone of our approach to learning, ensuring equitable access to rich, meaningful learning experiences for all children. We embed this practice to uphold our duty under the Equality Act 2010 to make reasonable adjustments and remove barriers to learning, thereby enabling every child to develop holistically and achieve their full potential.”
- 5.4** Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem-solving tasks.
- 5.5** Pupil grouping in the nursery is planned and varied. Allocations to teaching groups are kept under review.
- 5.6** Our language-rich, inclusive setting promotes communication, verbal reasoning, and social interaction, which is especially vital for children who may face barriers due to language, socio-economic factors, or additional needs.
- 5.7** Teaching staff encourage pupils to become independent and to take appropriate responsibility for their own learning.
- 5.8** Staff challenge stereotypes and foster pupils’ critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

6. The Early Years Curriculum

- 6.1** Curriculum planning takes account of the needs of all pupils and considers them in relation to the various equality strands. The school’s senior leadership monitor and evaluate their effectiveness in providing an appropriate curriculum for pupils of all backgrounds.
- 6.2** The early years curriculum builds on pupils’ starting points and needs and is differentiated appropriately to ensure the inclusion of boys and girls; pupils who are disabled; pupils learning English as an additional language; pupils who are disadvantaged; pupils from minority groups; pupils who are more able; pupils with special educational needs; pupils who are looked after by the local authority or who have other additional or complex needs.
- 6.3** Our curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All areas of the curriculum contribute to the spiritual, moral, social and cultural development of all pupils.

6.4 The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

6.5 Teaching and curriculum development are monitored to ensure high expectations of all pupils from all groups.

7. Admissions attendance, behaviour, discipline and exclusion

7.1 The admissions process is monitored by a range of equality indicators to ensure that it is administered fairly and equitably to all pupils.

7.2 The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. However, it is recognised that social/cultural background and other personal factors may affect behaviour. We take this into account when dealing with incidents of unacceptable behaviour: all staff apply consistent systems of rewards and sanctions.

7.3 Attendance is monitored and effective action is taken in order to reduce gaps between different groups of pupils.

7.4 Absence is always followed up by appropriate personnel. Those involved in this work are aware of and sensitive to community issues.

7.5 Pupils, staff and parents are aware of school procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any group is always unacceptable.

7.6 Appropriate provision is made for leave of absence for religious observance for pupils and staff.

8. Attainment, progress and assessment

8.1 Within THNS, staff have high expectations of all pupils and they continually challenge them to attain at the highest possible level. The school recognises and values all forms of achievement.

8.2 The monitoring and analysing of pupil performance by disability, special educational needs, gender, ethnicity and other social/cultural indicators enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counteract this.

8.3 Staff use a range of assessment methods and strategies that are free from gender, racial, cultural, and social bias, ensuring assessments reflect the diverse backgrounds and abilities of our children. Assessment outcomes inform targeted support and curriculum adjustments.

9. Partnership with parents and the community

9.1 The school endeavours to provide information for parents and carers in accessible, user friendly language and formats and in community languages, and alternative formats when requested.

9.2 Progress reports to parents and carers can be provided in a range of formats reflecting their needs, e.g. enlarged print. All parents and carers are encouraged to participate at all levels in the full life of their child's school. Information and meetings for parents and carers are made accessible for all.

- 9.3** Parental involvement is monitored to ensure the participation of parents and carers from all groups whose children are pupils at our school. When appropriate, each school will take steps to encourage the involvement and participation of under-represented groups of parents, carers and sections of the community.
- 9.4** Our school works in partnership with parents, carers and the community to address specific incidents and to develop positive attitudes to diversity. Informal events are designed to include the whole community and, at times, may target minority or marginalised groups.
- 9.5** The school recognises it also has a responsibility to promote equality through its procurement and commissioning activities and endeavours to ensure the services it uses are aware of its equality objectives.

SECTION 2 OUR EQUAL OPPORTUNITIES STATEMENT

10. Equal Opportunities Statement

- 10.1** At Thornton Heath Nursery School, we are dedicated to nurturing every unique child within a broad, inclusive, and ambitious curriculum. We believe that every child, regardless of their background, ability, language, or additional needs, deserves equitable access to high-quality early education in a safe, happy environment where they can thrive and succeed.

11. Special Educational Need and Disabilities

- 11.1** We believe that all children, including those identified as having Special Educational Needs and Disabilities (SEND) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.
- 11.2** The Disability Discrimination Act 2005 places a duty on schools, when carrying out their functions, to have due regard to the need to:
- a)** promote equality of opportunity between disabled persons and other persons
 - b)** eliminate discrimination that is unlawful under the Act
 - c)** eliminate harassment of disabled persons that is related to their disabilities
 - d)** promote positive attitudes towards disabled persons
 - e)** encourage participation by disabled persons in public life; and take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons
- 11.3** Our aims are to:
- a)** create an environment that meets the special educational needs and disabilities of each child;
 - b)** ensure that the special educational needs and disabilities of children are identified, assessed and provided for;
 - c)** work effectively in partnership with the parent/ carer in identifying and meeting the child's needs;
 - d)** work effectively in partnership with outside agencies and professionals where appropriate;
 - e)** identify the roles and responsibilities of staff in providing for children's SEND;
 - f)** ensure equality of opportunity/ entitlement and access to all elements of the school curriculum;
 - g)** ensure that our children have a "voice" in this process.

- 11.4** Teachers and keyworkers take account of children's individual needs and make provision, where necessary, to support individuals or groups of children and thus enable them to learn effectively. Some children may need additional or different help from that given to other children of the same age including advice and/or interventions from outside agencies and organisations.
- 11.5** The ways in which our aims are translated into practice are explained in depth in our School Information Report and SEND Policy. These are available on our website for all parents and carers.
- 11.6** The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs within the school. The governors take all reasonable steps to ensure that the school's environment properly accommodates people with disabilities.

12. Gender equality

- 12.1** We recognise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve boys' attainment do not do so at the expense of achievement by girls.
- 12.2** We recognise that some children may be vulnerable because of their sexual orientation or gender dysphoria. Any child dealing with such issues has the right to be known as, and to be accepted as, the gender or sexuality with which he or she affirms.
- 12.3** Pupils learn to treat each other with respect and have the confidence to report incidents of harassment to adults.
- 12.4** To promote gender equality we will (where age appropriate):
- a) promote mutual respect and positive relations between boys and girls, and men and women;
 - b) demonstrate non tolerance of sexual or homophobic behaviour or harassment;
 - c) ensure that the attainment and progress of pupils are monitored by gender;
 - d) provide resources and differentiated curriculum to address the needs of groups of pupils of either gender who are underachieving
 - e) ensure that the school is developing effective arrangements regarding pupils' use of space both inside the building and outdoors so that girls and boys have equal access to social and play spaces;
 - f) ensure through PSED there are opportunities for pupils to discuss gender differences;
 - g) ensure that both genders have equality of access to curricular activities;
 - h) ensure that both genders have equal access to learning resources;
 - i) ensure that both genders have equal access to the roles of responsibility;
 - j) ensure that all resources avoid traditional gender stereotypes and promote positive images of achievement and role by both genders;
 - k) monitor staff recruitment, retention and career development to promote a gender balance.

13 Racial equality

- 13.1 Definition.** Racism is a general term covering a wide range of unacceptable, and often unlawful, behaviour which includes, threatening, abusive or insulting words or behaviour. It may constitute persistent racial abuse and further aggravating behaviour but there are other subtler forms of

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harassment that can be equally distressing. Racial discrimination occurs when someone is treated less favourably because of their ethnic/racial background.

13.2 In the school, while adhering to the principles of British Values we will:

- a) strive to eliminate all forms of racism and racial discrimination;
- b) make clear we do not tolerate any forms of racism or racist behaviour;
- c) challenge any form of racist behaviour;
- d) work to ensure that pupils and staff understand the importance of promoting race equality for the dignity of people and the well-being of the school and the whole community.

13.3 All complaints of racist incidents, racial discrimination and racial harassment will be dealt with fairly, firmly and consistently. They will be formally recorded, as will their resolution.

13.4 Teaching and Learning. We believe that pupils make most significant progress if the curriculum is relevant, accessible and interesting. Therefore staff will (where age appropriate):

- a) endeavour to ensure that learning draws on the backgrounds and experiences of all pupils;
- b) ensure that curriculum content informs pupils about world cultures and history and encourages understanding and respect for people of all races and cultures;
- c) challenge prejudice and racism through curriculum content;
- d) ensure that resources used in all areas of the curriculum and elsewhere are inclusive and do not assume that the audience is mono-cultural;
- e) critically appraise curriculum materials that include racial stereotypes or undermine respect and understanding between people from diverse backgrounds before use;
- f) promote positive images of people from minority groups and celebrate their contribution to the United Kingdom;
- g) ensure that pupils are equipped to identify, challenge and deal with racism, bias, prejudice and racial stereotyping;
- h) promote an understanding of diverse cultures and reflect this in the displays of work around our schools.

13.5 Pupil attainment and progress. In response to national and local data indicating disparity between the relative performance of different racial groups the school will seek to minimise and eradicate this by:

- a) monitoring the progress of all minority groups and comparing this with the progress of other pupils in the same and other ethnic groups;
- b) investigating the reasons for any disparities in the attainment of different racial groups in our schools and tackling them;
- c) working with pupils and parents/carers to set challenging attainment targets;
- d) making sure that teachers have access to performance data so that they can form appropriate expectations and targets for underachieving pupils;
- e) providing guidance or mentoring for pupils at risk of underachieving;
- f) working in partnership with outside agencies when appropriate;
- g) using displays, assemblies and other opportunities to provide good role models from different racial groups;
- h) tackling stereotyping that links ethnic groups with particular occupations or lifestyles where they could undermine the desire to attain highly.

13.6 Pastoral care and school ethos. The school values the contribution made to the community by all pupils from all ethnic backgrounds and wants them all to feel safe, valued, and included in our school environments. Our school will, therefore:

- a) foster cultural awareness and mutual understanding and respect between pupils;
- b) expect all pupils to play their part in creating and sustaining a positive atmosphere of mutual respect, understanding and cooperation;
- c) ensure all staff have an understanding of the cultural needs of pupils, their families and their communities;
- d) take into account pupils' dietary needs in the provision of foods and in the planning of offsite educational activities;
- e) ensure that the dress code is sensitive to the religious and cultural needs of all groups of pupils and staff;
- f) ensure, wherever possible, that displays of work and assemblies reflect the ethnic make up of each school's community, promote cultural diversity and support increased understanding of the wider world;
- g) monitor the participation of pupils from different ethnic groups in extra-curricular activities and consult and involve pupils in modifying or adding activities if there are found to be deficiencies in the provision;
- h) provide full support for victims of racist incidents, harassment and bullying ensuring responses to all reported incidents involve senior staff.

13.7 Attendance. The school will:

- a) monitor attendance and absence rates by ethnic group. When appropriate investigate any disparity in such rates for different ethnic groups and address them in partnership with parents, specialist professionals and ethnic minority community representatives;
- b) take action to address any issues that affect, adversely, individual pupils or groups of pupils;
- c) respect the right of pupils to be absent from school for the observance of religious festivals and follow local and national guidance with regard to the length and frequency of such absences;
- d) ensure staff are trained in understanding the cultural differences in behaviour and be aware of them when interpreting disruptive behaviour;
- e) monitor the use of rewards and sanctions by ethnic groups to ensure they are used fairly and equally with pupils, irrespective of their ethnic background;
- f) monitor different ethnic groups and address them in partnership with parents, specialist professionals and, where appropriate, ethnic minority community representatives.

14. Religion

14.1 Within THNS we recognise that many world faiths are represented and practised by our staff, pupils and their families. To promote equality and avoid discrimination we will:

- a) ensure that all school policies and religious education plans take account of the needs of the different religious groups whilst bearing in mind that the role of all staff is to support pupils and deliver the schools' curriculum;
- b) ensure school resources, including displays, books and posters, positively reflect the school's religious diversity;
- c) ensure that our teaching and events focus on the practice, beliefs and festivals of a range of religions;

- d) ensure that we accept and support religious practices when they affect school life e.g. authorise absence due to religious festivals;
- e) liaise with outside agencies, to promote their role in educating our pupils in a particular faith.

15. English as an additional language. A high percentage of our pupils within the school have a home language in addition to English and many of these pupils are identified as needing EAL support. There are over 30 languages used by children and adults in our schools' communities.

15.1 Our aims are to:

- a) meet the needs of all pupils for whom English is an additional language;
- b) raise levels of attainment for those minority ethnic groups who are particularly at risk of underachieving.

15.2 Our objectives are to:

- a) provide a welcoming, accepting ethos in the classroom and throughout the school, valuing and celebrating the cultural diversity of the pupils;
- b) meet the need for full acceptance by and integration into peer groups, including security from racial harassment;
- c) ensure a fully inclusive multi-cultural and anti-racist curriculum;
- d) provide continuity, dialogue and partnership between home and school;
- e) emphasise the advantage of bi/multilingualism for minority ethnic pupils and the school
- f) continue to raise the need for the curriculum to reflect minority ethnic pupils' interests and cultures.

15.3 Our strategies for learning and teaching include:

- a) teaching which is clearly and sharply focused on EAL pupils and differentiated to meet their needs at different stages and levels;
- b) teaching which identifies a clear language focus for pupils' learning and exploits the language potential of every activity;
- c) mainstream staff taking full responsibility for teaching EAL pupils;
- d) monitoring EAL pupils' progress and responding as appropriate;
- e) encouraging the active involvement of parents, carers and community groups in school life and building strong links with the wider community;
- f) establishing links with local ethnic minority community groups;
- g) establishing harmonious race relations through positive behaviour management policies;
- h) boosting pupils' self-esteem by valuing and celebrating cultural diversity;
- i) using teaching resources which avoid stereotypical and inaccurate images;
- j) encouraging pupils to write in their home languages and speak or sing in assemblies/performances;
- k) ensuring that parents for whom English is not their first language or who are bi/trilingual are welcome and involved in the life of the schools;
- l) inviting and encouraging parents to share their culture with the schools (e.g. displays of traditional dancing, demonstrating and making of resources, Black History Month celebrations);
- m) taking into account the diversity of pupils' cultural experience and ensuring all the school's curriculum policies reflect the needs of minority ethnic learners;
- n) providing comprehensive input with meaning supported by context, visual aids and familiarity;

- o) providing the opportunity to build on previous experience, including those acquired outside school;
- p) emphasising communication rather than correction until pupils are confident and fluent in English;
- q) raising awareness that, although lack of fluency in English does not automatically mean that a child has special educational needs, as with English speakers, a proportion of EAL pupils will have special educational needs;
- r) talking to the child's parents to identify if new arrivals from overseas have any particular gifts and talents. Provision may be made for these through differentiation.

16. Disadvantaged (Early Years Pupil Premium) children. The school's statement regarding provision for children termed "disadvantaged" is published on our website. Our evaluation focuses on academic gains and how pupils' self-confidence has developed.

16.1 Our aims are to:

- a) ensure that teaching and learning opportunities meet the needs of all our pupils;
- b) ensure that appropriate provision is made for pupils who belong to vulnerable groups;
- c) ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed.

16.2 In order to achieve these aims we employ a number of strategies which include dedicated teaching assistants, targeted interventions, provision of free milk and free places at our breakfast and lunchtime clubs where appropriate.

16.3 We recognise that not all socially disadvantaged children are registered for EYPP and ensure resources are deployed equitably to meet the needs of all disadvantaged children. We also ensure that more able disadvantaged pupils receive appropriate challenge and support to reach their potential.

17. Ability including the most able. We use the term 'ability' to describe pupils' academic prowess. We recognise that pupils within the school will reflect varying ability levels across all their age range.

17.1 In order to promote access and avoid discrimination through ability, we:

- a) plan differentiated learning experiences which meet the needs of all pupils;
- b) acquire the necessary additional resources (human and material) to meet the needs of all pupils including more able, children eligible for pupil premium and pupils with Special Educational Needs or Disability (SEND);
- c) monitor exclusion data by ability, pupil premium entitlement, gender and ethnicity;
- d) identify more able pupils (including more able disadvantaged) regularly and monitor their progress.

18. Staff recruitment and career development. The school ensures its recruitment and selection procedures are lawful, in line with national and local authority guidelines and follow best practice.

18.1 The Executive Headteachers (PAT) and Head of Nursery have overall responsibility for recruitment at THNS.

- 18.2** Governors and staff involved in recruitment will be mindful of the benefits of pupils’ ethnic backgrounds being reflected in the ethnicities of staff, so that, if possible, pupils have positive role models in school.
- 18.3** The school ensures that job advertisements and information about the schools do not discourage applications from ethnic minority people because of the way in which posts at the school are described.
- 18.4** Staff with responsibility for training and professional development will monitor that ethnic minority staff have equal access and involvement in training and development opportunities.
- 19. Policy breaches.** All governors, staff, pupils and parents will be expected to abide by the policies and principles set out in this and related policies.
- 19.1** All members of the school community are aware of their responsibility to report any actions that may constitute a breach of this policy, initially to the Head of Nursery, following the school’s whistleblowing procedures. We ensure a safe and supportive environment for raising concerns
- 19.2** It will be for the Head of Nursery, in consultation with the Executive Heads and governors, to decide on appropriate response to any breach of the plan depending on circumstances and seriousness. This may include amongst other actions:
- a) use of the school’s complaints or disciplinary policies;
 - b) use of the school’s behaviour policy and code of conduct;
 - c) formal or informal warnings;
 - d) fixed term or permanent exclusion or suspension.
- 20. Policy monitoring, reporting and review.** The effectiveness of this Equalities Policy Plan will be reviewed through the Nursery Improvement Plan (NIP) cycle and process on a regular basis. This will require scrutiny of pupil data, audits, and discussions with pupils, staff and parents/carers. Issues identified will become part of the NIP process.
- 20.1** The school will use a range of mechanisms to consult with and obtain feedback from its pupils, parents, carers and staff and other interested parties, often through face to face discussions, and through our annual questionnaire.

SECTION 3 Policy Accessibility and Communication

- 3** We ensure that this policy and related documents are accessible to all members of the school community, including translations and alternative formats where necessary, to reflect the linguistic diversity of our families.

4 Revision history

Policy update	Brief description of changes made
January 2026	<ul style="list-style-type: none"> • 5.3 added – continuous provision • 5.6 added – language rich environment • 10.1 added – updated Equal Opportunities Statement