



2025-2026 Equality Policy and Objectives

DOCUMENT STATUS

Produced By	Version	Date	Action
Sandy Lane Nursery and Forest School	2	02.12.25	Adopted by school's full governing body

Legislation

- The Equality Act 2010
- The Equality Act 2010 (Specific Duties) Regulations 2011

Approval

Governing body free to delegate to a committee of the governing body, an individual governor or the headteacher

Review Frequency

Governing body to review every four years or sooner if the need should arise; and annually publish information demonstrating how the school is meeting the aims of the general public sector equality duty

Data Protection

This policy should be read with due regard to the UK Data Protection Act 2018 and the EU General Data Protection Regulation (GDPR) 2018

Amendments

v2

- General refresh with reference to The Key

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Sandy Lane Nursery and Forest School

Equality Policy and Objectives

1. Introduction

Sandy Lane Nursery and Forest School is an inclusive school where we focus on the well-being and progress of every child. We believe that all members of our community, including staff, parents and carers, are of equal worth irrespective of race gender, disability, faith, religion or socio-economic background. We feel that diversity is a strength and should be respected and celebrated by those who learn, teach and visit Sandy Lane Nursery and Forest School.

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.

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.

Our approach to equality is based on the following seven 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 diversity as a 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 our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
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 pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

2. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - age
 - disability
 - gender reassignment
 - marriage or civil partnership
 - pregnancy and maternity
 - race
 - religion or belief
 - sex
 - sexual orientation

3. Legislation and guidance

This document 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 document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

4. Roles and responsibilities

The governing board will:

- ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers
- ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every four years
- seek to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability
- take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils
- welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability

- ensure that no child is discriminated against whilst in our school on account of their race, gender or disability
- delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- ensure that all staff are aware of the Disability, Equality and Diversity Policy and that teachers apply these guidelines fairly in all situations
- promote knowledge and understanding of the equality objectives among staff and pupils and is supported to do this by the governing body
- monitor success in achieving the objectives and report back to governors
- have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics
- treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in Section 9 - Quality Objectives.

5. Eliminating discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment. At Sandy Lane Nursery and Forest School, all staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating where necessary to a class teacher or a member of the SLT where appropriate. All incidents are reported to the headteacher.

At Sandy Lane Nursery and Forest School:

- we take 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 to facilities and services
- we are aware of the Reasonable Adjustment Duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- the headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities
- we ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones
- we take 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. We make a record of each specific equality consideration, and this is available for review if required

- we actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all
- our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief or any other status

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. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

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

6. 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 experienced 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
- 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 experiences)

In fulfilling this aspect of the duty, the school will:

- scrutinise data each academic year showing how pupils with different characteristics are performing, e.g. children with SEND, children eligible for EYPP, vulnerable children
- analyse the data referenced above to determine strengths and areas for improvement, implement actions in response to findings
- make evidence available identifying improvements for specific groups (e.g. progress made with speech, language and communication, increased attendance rates)

7. 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 curriculum
- making parents aware of our behaviour and anti-bullying policies
- having focused group time discussions with children about friendship, kindness and difference and welcoming visitors into nursery who have a range of different characteristics
- working with our local community; this includes organising school trips and activities based around the local community

- promoting knowledge and understanding of different cultures with parents and families, e.g. inviting parents/carers from a range of cultures into nursery to engage in cooking experiences

8. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- cuts across any religious holidays
- is accessible to pupils with disabilities
- has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

9. Equality objectives 2025 - 2029

The objectives which we identify represent our school's priorities and are the outcome of a review of and analysis of data and other evidence. We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups.

As a school, we are required to publish equality information every year, and we must report on at least one equality objective once every four years.

Our objectives are as below:

- To improve the achievement of children with SEND and ensure they are able to be involved in all aspects of the outdoor and indoor curriculum (see also Accessibility Plan and EYPP Strategy)
- To improve the provision for children for whom English is an additional language (Accessibility Plan)
- Develop cultural activities and ensure they are embedded and reflected across the curriculum (Accessibility Plan)
- To promote understanding of and respect for differences and reduce any possibilities of 'bullying' ((Behaviour) Positive Handling Policy)
- To develop further the emotional well-being and involvement (WBI) of all children (School Improvement Plan and Mental Health and Emotional Well-being Policy)

10. Monitoring arrangements

The governing body and headteacher will update the equality information we publish, described above, at least every year.

School-specific equality objectives will be reviewed by the governing body and head teacher at least every four years.

This document will be reviewed by the governing body and head teacher annually, to ensure continued compliance with the Public Sector Equality Duty (Equality Act 2010).

This document will be approved by the governing body and headteacher.

11. Links with other policies

This document links to the following policies:

- Accessibility Plan
- SEND Policy
- (Behaviour) Positive Handling Policy
- Mental Health and Emotional Well-being Policy