



EQUALITY POLICY

AUGHTON EARLY YEARS CENTRE

EQUALITY POLICY

Equality Statement

At Aughton Early Years Centre, we are proudly recognised as a hub for the community with a strong culture of inclusion where children, families, staff and visitors are welcomed and valued as individuals.

All children are supported to learn and develop within a safe, caring and challenging play-based environment where difference is celebrated and there is opportunity for everyone to reach their full potential.

Legal Duties

As a Centre/Centre, we recognise our duties under the Equality Act 2010 to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations

We will not discriminate against, harass or victimise any child or other member of the Centre community because of their:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

These are often referred to as protected characteristics.

Aughton Early Years Centre aims to promote children's spiritual, moral, social, and cultural development, with special emphasis on promoting equality, diversity and eradicating prejudicial incidents for children and staff. Our Centre is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to Eradicate Discrimination

Aughton Early Years Centre believes that a greater level of success from children and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the Centre. This environment will be achieved by:

- Being respectful
- Always treating all members of the Centre community fairly
- Developing an understanding of diversity and the benefits it can have
- Adopting an inclusive attitude

AUGHTON EARLY YEARS CENTRE

EQUALITY POLICY

- Adopting an inclusive curriculum that is accessible to all
- Encouraging compassion and open-mindedness.

We are committed to having a balanced and fair curriculum. We believe that our children should be exposed to ideas and concepts that may challenge their understanding to help ensure that they learn to become more accepting and inclusive of others. Challenging and controversial concepts will be taught in a way that prevents discrimination, and instead promotes inclusive attitudes. We will also respect the right of parents/carers to withdraw their children from taught sessions that pose conflicts to their own beliefs.

Dealing with Prejudice

Aughton Early Years Centre does not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our Centre with the utmost severity. When an incident is reported, through a thorough reporting procedure, our Centre is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

At the Centre, our children are taught to be:

- Understanding of others
- Celebratory of cultural diversity
- Eager to reach their full potential
- Inclusive
- Aware of what constitutes discriminatory behaviour.

The Centre's employees will not:

- Discriminate against any member of the Centre
- Treat other members of the Centre unfairly.

The Centre's employees will:

- Promote diversity equality
- Encourage and adopt an inclusive attitude
- Lead by example.

Equality and Dignity in the workplace

Equality of opportunity and non-discrimination extends to the treatment of all members of the Centre community. All staff members are obliged to act in accordance with the Centre's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action. Prejudice is not tolerated at Aughton Early Years Centre and we are continuously working towards a more accepting and respectful environment for our Centre's community

AUGHTON EARLY YEARS CENTRE

EQUALITY POLICY

Responsibility

We believe that promoting Equality is the whole Centre's responsibility. It is our expectation that everyone abides by our three rules; Be Kind – Be Careful – Be Helpful.

Centre Community	Responsibility
Governing Body	Involving and engaging the whole Centre community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Headteacher/Head of Centre	As above including: Promoting key messages to staff, parents and children about equality and what is expected of them and can be expected from the Centre in carrying out its day-to-day duties. Ensuring that everyone receives adequate training to meet the need of delivering equality, including child awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Headteacher/Head of Centre 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.
Practitioners	Deliver the right outcomes for children. Uphold the commitment made to children and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Be aware of their responsibility to record and report prejudice related incidents.
Support Staff	Support the Centre and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Headteacher/Head of Centre on how children and parents/carers can be expected to be treated. Support colleagues within the Centre community. Be aware of their responsibility to record and report prejudice related incidents.
Parents/Carers	Take an active part in identifying barriers for the Centre community and in informing the governing body of actions that can be taken to eradicate these. Support and challenge the Centre to achieve the commitment given to the Centre community in tackling inequality and achieving equality of opportunity for all.
Children	Support the Centre to achieve the commitment made to tackling inequality. Uphold the commitment made by the Headteacher/Head of Centre on how children and parents/carers, staff and the wider Centre community can be expected to be treated.
Community Members	Take an active part in identifying barriers for the Centre community and in informing the governing body of actions that can be taken to eradicate these. Support and challenge the Centre to achieve the commitment made to the Centre community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole Centre community is aware of the Equality Policy and our published equality information and objectives by publishing them on a newsletter and on the Centre website.

AUGHTON EARLY YEARS CENTRE

EQUALITY POLICY

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other Centre policies are dealt with, as determined by the Headteacher/Head of Centre and governing body.

Monitor and Review

Every three years, we will review our objectives in relation to any changes in our Centre profile. Our objectives will sit in our overall Developing Excellence Plan and therefore will be reviewed as part of this process.

Further information for parents and carers and Centre governors on the Equality Act 2010 can be found on the home office website at <http://homeoffice.gov.uk/equalities/equality-act> and on Rotherham Local Authority's Website: www.rotherham.gov.uk

OFSTED contact – 0300 123 1231 or www.ofsted.gov.uk

Signed: *Andrea Smith*

Review date: Summer 2026

Approved by Governors: 21st May 2026

Date to be reviewed: Summer 2030

Equality Objective	Why	How	Outcome
To use a range of alternative communication strategies alongside/instead of speech	We want to eliminate discrimination against service users who communicate in alternative ways to speech	Staff will use a range of alternative communication strategies alongside/instead of speech eg. Makaton, PECS	A range of communication strategies are in use and are being used effectively
To ensure that printed literature is accessible and appropriate to every service user	We want all service users to be able to access literature that is appropriate to them	Printed literature will be adapted, when necessary, to suit all service users	Printed literature is accessible and appropriate to every service user
To ensure that all parent/carers are aware that individual children's needs are taken account of throughout the Centre	We want parents/carers to realise that children needs differ and that staff take account of individual needs in an appropriate way	Information will be given to parents/carers in a range of ways eg via newsletters, parents' evenings and the website	Children's individual needs are taken account of throughout the Centre and parents/carers are aware of this

Equalities Information (from Census Spring 2026)

WELCOME TO AUGHTON EARLY YEARS CENTRE

Stage 1: Understanding Our Centre Community – Children

Number of children on roll	148
Girls	85
Boys	63

The following information is available:

Ethnicity Codes							
White-British	129	White and Black Caribbean	1	Pakistani	3	Any other Black background	0
White – Irish	0	White and Black African	1	Bangladeshi	0	Chinese	1
Traveller of Irish Heritage	0	White and Asian	2	Any Other Asian Background	1	Any other ethnic group	1
Any other white background	3	Any other mixed background	1	Black Caribbean	0	Refused	0
Gypsy / Roma	0	Indian	2	Black African	1	Information not yet obtained	2

Disability Categories			
SEND Register	15	EAL	3
Additional Support (monitoring)	5	Other languages spoken at home	5
LAC	2	SALT	9
PLAC	3		

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Specified Special Educational Need	89.9%	133
SEN Informal	3.4%	5
SEN Formal	10.1%	15
EHCP	0.7%	1

No Information was available on the following protected characteristics:

Gender Reassignment

Sexual Identity

Religion and Belief