

## Equality and Diversity Policy

Each of our nursery schools has a named Equality Named Co-Ordinator (ENCO).

- Wroxham Road: **Georgia Bellamy**
- Constitution Hill: **Egle Valiunaite**
- White House Farm: **Gina Taylor**

### Statement of intent

Our nursery is committed to providing equality of opportunity and anti-discriminatory practice for all children and families. We promote British values, which include, mutual respect and tolerance, democracy, Individual Liberty and Rule of Law.

### Aims

We aim to:

- ★ eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010,
- ★ advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not,
- ★ provide a secure environment in which all our children can flourish and in which all contributions are valued,
- ★ include and value the contribution of all families to our understanding of equality and diversity,
- ★ provide positive non-stereotyping information about different ethnic groups and people with disabilities,
- ★ improve our knowledge and understanding of issues of equality and diversity, and make inclusion a thread which runs through all the activities of the nursery,
- ★ reflect on our responsibilities as a staff team at monthly meetings,
- ★ promote mutual respect and tolerance, encouraging staff, parents and children to treat others as they would want to be treated,
- ★ promote democracy and include parents, staff and children in decision making
- ★ help children and parents understand the nursery rules, and the legal rules supporting the Early Years Foundation Stage,
- ★ promote individual liberty and freedom of speech within the Law, and
- ★ our staff are aware of the 'Prevent Duty' and the responsibilities within their role.

### The legal framework for this policy is:

- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1986
- Children Act 1989
- Special Educational Needs and Disability Act 2001
- Age Discriminations Act 2006 (Including Employment Equality Regulations)
- Equality Act 2010 and 2011 Code of Practice
- Special Educational Needs and Disabilities Code of Practice 2014
- Children and Families Act 2014.

### Methods

#### Admissions

Our nursery is open to all members of the community.

- ★ We reflect the diversity of members of our society in our marketing and promotional materials.
- ★ We provide information in clear, concise language, whether in spoken or written form.

- ★ We provide information in as many languages as possible.
- ★ We base our Admissions Policy on a fair system.
- ★ We do not discriminate against a child with a disability or refuse a child entry to our nursery because of any disability.
- ★ We ensure that all parents are made aware of our Equal Opportunities Policy.
- ★ We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the nursery and in the curriculum offered.
- ★ Bullying is covered in our Promoting Positive Behaviour Policy and in our Staff Handbook.

## **Employment**

- ★ Posts are advertised and all applicants are judged against explicit and fair criteria.
- ★ The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service. This ensures fairness in the selection process. All job descriptions include a commitment to equality and diversity as part of their specifications.
- ★ We monitor our application process to ensure that it is fair and accessible.

## **Training**

- ★ We seek out training opportunities for staff and students to enable them to develop practices which enable all children to flourish.
- ★ We review our practices to ensure that we are fully implementing our policy for equality and diversity.

## **Curriculum**

The curriculum offered in the nursery encourages children to develop positive attitudes to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- making children feel valued and good about themselves,
- ensuring that children have equality of access to learning,
- reflecting the widest possible range of communities in the choice of resources,
- avoiding stereotypes or derogatory images in the selection of materials,
- celebrating a wide range of festivals,
- creating an environment of mutual respect and tolerance,
- helping children to understand that discriminatory behaviour and remarks are unacceptable,
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities, and
- ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.

## **Valuing diversity in families**

- ★ We welcome the diversity of family life and work with all families.
- ★ We encourage children to contribute stories of their everyday life into the nursery
- ★ We encourage parents to take part in the life of the nursery and to contribute fully.
- ★ For families who have a first language other than English, we value the contribution their culture and language offer.
- ★ We offer a flexible payment system for families of differing means.

## **Looked after children**

- ★ Early years settings are committed to providing quality provision based on equality of opportunity for all children and their families. All staff are committed to doing all they can to enable 'looked after children' in their care, to achieve and reach their full potential.
- ★ The designated person for 'looked after children' is the Designated Safeguarding Lead (DSL).
  - Wroxham Road: **Becky Potter**
  - Constitution Hill: **Beth Haywood**
  - White House Farm: **Alex Wells**
- ★ The term 'looked after child' denotes a child's current legal status. This term is never used to categorise a child as standing out from others. We do not refer to such a child with acronyms, such as LAC.
- ★ We recognise that children who are being looked after, have often experienced traumatic situations. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons why a child might be taken into the care of the Local Authority.
- ★ The DSL will liaise with the Local Authority and any other social care department to draw up or follow a care plan for the child. The care plan will include a Personal Education Plan (PEP).
- ★ At this nursery, we place emphasis on promoting children's rights to be strong, resilient and listened to.
- ★ The child's Key person will play an important role in ensuring he/she has firm attachments at the group. We recognise that firm attachments lead to resilience.

## **Food**

- ★ We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- ★ We help children to learn about a range of food, cultural approaches to mealtimes and eating and to respect the differences among them.

**This policy was adopted by Once upon a time nursery school**

**Date: 24 September 2007**

**Amended on: 21 July 2016**

**Signed on behalf of the nursery**

**To be reviewed: Annually or sooner if any matters arise**