

# **Equality and Diversity Policy**

## **Statement of intent**

The setting takes great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or child. Discrimination on the grounds of sex, race, religion, colour, creed, marital status, ethnic or national origin, or political belief, has no place within the setting. Should any person believe that this policy is not being totally complied with, it is their duty to bring the matter to the attention of the manager at the earliest opportunity. The setting is committed to providing equality of opportunity and anti-discriminatory practice for all children and families. The setting is an equal opportunities employer.

The setting and its staff are committed to:

- Encourage positive role models, displayed through toys, imaginary play and activities that promote non-stereotyped images. Books will be selected to promote such images of men and women, boys and girls;
- Ensure the individual needs of every child is met through effective implementation of the Early Years Foundation Stage and collaboration with each child's parent/carer and family;
- Encourage children to join in activities, i.e. dressing up, shop, home corner, dolls, climbing on large apparatus, bikes, etc;
- Provide a secure environment in which all our children can flourish and in which all contributions are valued;
- Include and valuing the contribution of all families to our understanding of equality and diversity;
- Make inclusion a thread, which runs through all of the activities, policies and procedures within the setting;
- Ensure equality of opportunity in our application process (please see also the Recruitment policy);
- Regularly review childcare practice to ensure the policy is effective;
- And work alongside other agencies to ensure equality and a collaborative approach to best support all children, families and individuals.

The legal framework for this policy is:

- Race Relations Act 1976
- The Equality Act 2006
- The Equalities Act 2010
- Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1986
- The Protection of Children Act 1989, 1999, 2004
- Special Educational Needs and Disability Act 2001

The setting aims to ensure that individuals are recruited, selected, trained and promoted on the basis of occupational skill requirements (please see the Recruitment policy). In this respect, the setting will ensure that no job applicant or employee will receive less favourable treatment on the grounds of age, gender, marital status, race, religion, colour, cultural or national origin or sexuality, which cannot be justified as being necessary for the safe and effective performance of their work or training.

### **Provision**

No child will be discriminated against on the grounds of sex, race, religion, colour, disability or creed. Wherever possible those designated disabled or disadvantaged will be considered for a place, taking into account their individual circumstances and the ability of the nursery to provide the necessary standard of care.

The setting will strive to ensure that all services and projects are accessible and relevant to all children, families, groups and individuals within the community.

We will strive to promote equal access to services and projects by taking practical steps such as ensuring access to disabled people and producing material in relevant languages and media. For example the setting will endeavour to provide our prospectus in other languages if possible.

### **Recruitment**

The setting is open to all members of the community.

- We advertise our service widely.
- Posts are advertised as widely as possible and are judged against explicit and fair criteria (please see Recruitment policy for job descriptions and further clarification).
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau/Disclosure and Barring Service.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in different languages if possible.
- We base our admissions policy on a fair system.
- We do not discriminate against any child or adult with a disability or refuse entry to the setting because of any disability.

Application forms will not include questions which potentially discriminate against the grounds specified in the Statement of Intent.

At interview no questions will be posed which potentially discriminate against the grounds specified in the Statement of Intent. At interview all candidates will be asked the same questions, and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process.

Candidates may be given the opportunity to discuss the reasons why they were not successful. This policy is inter-linked with our Recruitment Policy.

## **Staff**

All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. All staff the setting are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the ground as specified in the Statement of Intent and bring this to the attention of the manager.

All staff are expected to participate in equal opportunities training as appropriate. **Training**

The nursery recognises the importance of training as a key factor in the implementation of an effective equal opportunity policy.

The nursery will strive towards the provision of equal opportunity training for all staff.

The curriculum offered in the setting encourage children to develop positive attitudes to people who are different from them and we act in accordance with the Early Years Foundation Stage statutory requirements. It encourages children to empathise with others and begin to develop the skills of critical thinking. We do this by:

- Making children feel valued and good about themselves;
- Ensuring children have equality of access to learning;
- Reflecting the widest possible range of communities in the choice of resources;
- Encouraging staff to use different languages with the children by obtaining dictionaries or children's stories/books/materials in different languages and/or working closely with parents and families to embrace language for the benefit of the child and all children in a group;
- 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/or remarks are unacceptable;
- Ensuring the curriculum offered is inclusive of children with special educational needs and children with disabilities;

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- - Ensuring that children, whose first language is not English, have full access to the curriculum and are supported in their learning.
- The setting works in partnership with parents/carers to ensure that medical, cultural and dietary needs of children are met. We also help children to learn about a range of food, cultural approaches to mealtimes and eating, to respect the differences among them.

### **Designated persons**

The setting has a designated ENCO (Equality of Needs Coordinator) responsible for the equality and diversity of care provided at the nursery for the children. They are:

#### **Stacy Thomas and Holly Marsh**

Once every month the designated ENCO for each setting will carry out a monthly overview of any children that are bi-lingual or have English as an additional language (EAL) to ensure the children's needs if any are being met. The ENCO will be able to talk with practitioners during their monthly visit.

In addition an on-going assessment on speaking, listening and understanding will be completed for each child in the ENCO monitoring file, on each visit in conjunction with the child's key person. These on-going assessments will be stored in the ENCO file and shared with the child's key person and parents/carers when necessary/as required.

This on-going assessment will aid practitioners in identifying additional support or intervention that may be required for individual children.

**This policy was adopted at a meeting between John Chilton and Caroline Paternotte-Chilton held on: September 30th 2017**  
**To be reviewed in the next 12 months.**