

# Equality and diversity policy

## Statement of intent

Our setting is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children, families and team members as described in the EYFS 2017 guidelines.

## We aim to:

- provide a secure environment in which all our children can flourish and in which all contributions are valued;
- provide positive non-stereotyping information about gender roles, sexual orientation, diverse ethnic and cultural groups and people with disabilities;
- continually update our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- ensure an awareness of policy content by all and a commitment of staff in implementing this policy and embedding it into their everyday practise.
- deal with and record all incidents of racial behaviour, following the procedure to deal with and monitor individuals involved.
- Ensure all planning and practise takes all ages, abilities and backgrounds into account for full inclusion.

The legal framework for this policy is:

- Equality Act 2010;
- SEND Code of Practise 2014
- Race Relations Amendment Act 2000;
- Sex Discrimination Act 1986;
- Children Act 1989 & 2004;
- Special Educational Needs and Disability Act 2001.Code of Practice 2014;
- Age Discrimination Act 2006
- EYFS 2017: Guide to the 0-25 SEND Code of Practice 2017;
- Early Years
- London Safeguarding Children Board
- Counter terrorism and Security Act 2015
- Working Together: What to do if you are worried that a child is being abused (2015).

## Methods

*Admissions*

Our setting is open to all members of the community.

- We provide information in clear, concise language, whether in spoken or written form.
- We base our admissions policy on a fair system which allows access to all age appropriate children on a first come, first serve basis.
- We ensure that all parents are made aware of our equal opportunities policy during the enrolment process.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion, culture or social background.
- We do not discriminate against a child with a disability or refuse a child entry to our setting because of any disability.
- We develop a whole team approach which allows a child with Special Educational Needs to be fully included into our curriculum. The 'SEN support' is regularly reviewed with the practitioner who leads SEN practise.
- We involve parents fully and at every step of the support process.
- Any children whose development is delayed will have support plans and referrals to specialists as deemed necessary by parents and practitioners.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly racist insignia, distribution of racist material, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the with the following procedure:
  1. The manager would arrange a meeting to discuss the matter and offer training/ advice.
  2. If the situation continues to be unresolved the team member/ parent would be advised that their position/ place will be terminated if they do not show willing to alter their behaviour. This would be presented in writing and signed.
  3. A further episode would result in termination with immediate effect. The setting would alert Social Services and the Prevent Officer as required by the Prevention of Radicalisation Policy.

### *Employment*

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all with a good written and verbal standard of the English language.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the DBS (Disclosure and Barring Scheme). 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 volunteers to enable them to develop anti-discriminatory and inclusive practices under the EYFS guidelines, which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion.
- We have a named Special Educational Needs Co-ordinator.

### *Curriculum*

The EYFS curriculum offered in the setting encourages children to develop positive attitudes (Unique Child) about themselves as well as 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;
- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance of each other's opinions and beliefs which underlies British Values;
- creating an environment which empowers children to say 'no';
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning.
- Working with outside specialists if necessary, to support every child's development and needs.

### *Valuing diversity in families*

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.

### *Dietary requirements*

- 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, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

### *Meetings*

- Parent Representatives join quarterly meetings to ensure that all families who wish to may be involved in the running of the setting are included and their opinions represented.
- Information about parent meetings is communicated in a variety of ways - written, verbal and if necessary, in translation - to ensure that all parents have information about and access to the meetings held twice a year.

## **Declaration of Children's Rights**

Every child has the right to grow as a child.

Every child has the right to be safe and happy.

Every child has the right to receive the broadest and highest quality education possible.

Every child has the right to be valued and respected.

Every child has the right to the highest expectation of their ability and potential, in accordance with their particular needs.

Every child has the right to the greatest understanding of themselves and others and of their own and wider community.

Every child has the right to develop the knowledge, skills and understanding necessary to participate and contribute to a rich, complex and socially diverse society.

Every child has the right to be involved as far as possible in decisions/ discussions about their educational needs.

*Source: Children's Act and UN statement on the Rights of Children, Nov 91.*