

## King Square Community Nursery

### Equal Opportunities

#### *Valuing diversity and promoting inclusion and equality*

##### **Policy statement**

We are committed to ensuring that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs and values. They may grow up in family structures that include one or two parents of the same or different sex. Children may have close links or live with extended families of grandparents, aunts, uncles and cousins; while other children may be more removed from close kin, or may live with other relatives or foster carers. Some children come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status. Some individuals face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status. We understand that all these factors can affect the well-being of children within these families and may adversely impact on children's learning, attainment and life outcomes.

We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families using our setting.

We aim to:

- promote equality and value diversity within our service and foster good relations with the local community;
- actively include all families and value the positive contribution they make to our service;
- promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms;
- provide a secure and accessible environment in which every child feels safe and equally included;
- improve our knowledge and understanding of issues relating to anti-discriminatory practice,
- challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010) namely:
  - age;

- gender;
  - gender reassignment;
  - marital status;
  - pregnancy and maternity;
  - race;
  - disability;
  - sexual orientation; and
  - religion or belief.
- where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the service or need different things from the service.

## **Procedures**

### *Admissions*

Our setting is open and accessible to all members of the community.

- We base our Admissions Policy on a fair system.
- We do not discriminate against a child or their family in our service provision, including preventing their entry to our setting based on a protected characteristic as defined by the Equality Act (2010).
- We advertise our service widely.
- We provide information in clear, concise language, whether in spoken or written form and provide information in other languages (where ever possible).
- We reflect the diversity of our community and wider society in our publicity and promotional materials.
- We provide information on our offer of provision for children with special educational needs and disabilities.
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Inclusion and Equality Policy.
- We make reasonable adjustments to ensure that disabled children can participate successfully in the services and in the curriculum offered by the setting.
- We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
- We take action against any discriminatory, prejudice, harassing or victimising behaviour by our staff, volunteers or parents whether by:

- direct discrimination - someone is treated less favourably because of a protected characteristic e.g. preventing families of a specific ethnic group from using the service;
  - indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
  - discrimination arising from a disability - someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity;
  - association - discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
  - perception - discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation.
- We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia)
  - Displaying of openly discriminatory and xenophobic possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on, or around, our premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

### **Employment**

- We advertise posts and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and suitability checks. This ensures fairness in the selection process.
- All our job descriptions include a commitment to promoting equality, and recognising and respecting 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 our staff and volunteers to enable them to develop anti-discriminatory and inclusive practices.

- We ensure that our staff are confident and fully trained in administering relevant medicines and performing invasive care procedures on children when these are required.
- We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.

### **Curriculum**

*The curriculum offered in our setting encourages children to develop positive attitudes about themselves as well as about people who are different from themselves. It encourages development of confidence and self-esteem, empathy, critical thinking and reflection.*

We ensure that our practice is fully inclusive by:

creating an environment of mutual respect and tolerance;

- modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- positively reflecting the widest possible range of communities within resources;
- avoiding use of stereotypes or derogatory images within our books or any other visual materials;
- celebrating locally observed festivals and holy days of all cultures will be covered and parents and families involved.
- events such as International Evening are part of our curriculum.
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
- children with SEN or disabilities will have a Behaviour Plan and/Care Plan and/or Individual Education Plan to ensure their individual needs are met.
- Weekly sessions take place to encourage questioning and thought about the world we live in. They also give staff an opportunity to challenge racial, gender and other stereo types.
- Regular surveys are carried out to enable the nursery to identify areas for improvement.
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages
- Promotes British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

We will ensure that our environment is as accessible as possible for all visitors and service users. We do this by:

- undertaking an access audit to establish if the setting is accessible to all disabled children and adults. If access to the setting is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults.
- fully differentiating the environment, resources and curriculum to accommodate a wide range of learning, physical and sensory needs.

### ***Valuing diversity in families and communities***

- We believe that it is important to develop effective parental support, foster good home nursery links and provide an extended service that encourages a shared understanding of learning and community.
- Parents are kept informed using newsletters, notice boards, online journal (Tapestry) websites and text messages
- 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 mothers, fathers and other carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to encourage their full inclusion.
- We offer a flexible payment system for families experiencing financial difficulties and offer information regarding sources of financial support.
- We take positive action to encourage disadvantaged and under-represented groups to use the setting.
- Meetings are held to share with parents any decisions regarding changes in policy. They are invited to contribute to these changes.
- Parents are invited to family conferences to discuss their child progress in nursery.
- Parents are invited to community and nursery workshops (phonics, cook and eat).
- The Early Help Bright start Team is available to offer support and advice on a range of issues, as well as working with community and family support groups.
- We encourage the recruitment of members of the local community to talk to children on appropriate topic, such as community police officer.
- Parents are encouraged to complete surveys to enable the nursery to identify areas for improvement.

## ***Management Committee***

- We are a committed equal opportunities employer and follows LA guidelines.
- To encourage parents from different groups to become committee officers and support them fully on appointment.
- We use the Islington criteria when carrying out admissions for nursery places.
- Monitor all nursery policies.
- Monitor termly any incidents of bullying or discriminatory incidents that are reported to LA.
- Ensure that nursery improvement targets reflect the requirements for all groups.

## ***Disability***

We are committed to ensuring equality of education and opportunity for disabled children, staff and all those receiving services from the nursery. We recognise and welcome the proactive nature of the duty to promote disability equality and aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in nursery life. We will make reasonable adjustments to make sure that the nursery environment is as accessible as possible. We believe that diversity is a strength of the nursery, which should be respected and celebrated by all those who learn, teach and visit here.

The DDA 2005 defines a disabled person as someone who has a 'physical or mental impairment, which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities.' In line with the DDA 2005, we aim to:

- Promote quality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Disability Discrimination Act (1995).
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in the life of the nursery
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons

We will not tolerate disability related harassment and will deal with it through our relevant established procedures. All staff are responsible for ensuring that incidents of disability related harassment or disability discrimination are recorded and referred to the relevant member of the leadership group. We will monitor and report on such incidents on a regular basis. Breaches of our policy on disability equality will be dealt with in accordance with the disciplinary provisions set out in the relevant school policy.

We plan to increase access to education for disabled pupils by:

- Increasing the extent to which disabled pupils can participate in the nursery curriculum.

### ***Ethnicity and race (including EAL Learners)***

The Management Committee aim to:

- Be aware of and counter racism and the discriminatory practices to which it gives rise.
- Be aware of and to provide for the particular needs of children having regard to their ethnic, cultural, historical, linguistic and religious backgrounds.
- Prepare all children for life in our multicultural society and build upon the strengths of cultural diversity.

In order to achieve these aims, we commit ourselves to:

- Support the recommendations of the Stephen Lawrence Enquiry, namely by recording all racist incidents and ensure that these are reported to the full Governing Body and the LA. Incidents should be reported to parents/carers as appropriate.
- Developing our understanding of the principles and practices of equalising opportunities and implementing them.
- Active consideration of our own practices in order to ensure they are fair to all.
- Increasing empathy with the needs, aspirations and demands of the minority ethnic communities and responding sensitively to them.
- Encourage the participation of black and minority ethnic representation and participation in all decision making processes.
- Monitor staffing and staff development, in order to encourage applicants from minority ethnic groups and ensure training and career needs are met.
- Encourage the recruitment of black and minority ethnic governors.
- When reviewing the curriculum to ensure that it is appropriate to all and adequately represents the multicultural nature of our society staff are aware that it needs to be appropriate to all and adequately represents the diverse nature of society.
- Ensure that this curriculum is structured in such a way that all members of the school community have equal access and ability to succeed.
- Enable all our children to recognise and learn from the rich diversity of multicultural Britain and develop positive responses to our society.
- Ensure all staff have access to diversity awareness training as necessary.

We expect the following practice from all adults involved in the school:

- Work together to prevent racial harassment.

- Be actively opposed to racism and any form of harassment.
- Take full responsibility for dealing with any form of racism and report the incident to the relevant line manager.
- Provide support and counselling for victims of racism.
- Challenge racist attitudes, structures and practices of external organisations with which the nursery has dealing.
- Ensure that racism does not appear through exclusiveness in groupings of any nature within the nursery.
- Work sensitively to ensure that every child is able to value his/her uniqueness and cultural traditions.
- Consider our multicultural society in every communication/display/ report.
- Use the taught curriculum, particularly in terms of RE and PSHE, to inculcate habits of right thinking which are essential in combating racism.
- Recognise and share in the celebration of a variety of festivals.

### ***Gender***

We welcome the requirements of the Gender Equality Duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation.
- Promote equality of opportunity between women and men in all of our functions.

### ***Religion and Belief***

Our nursery recognises the need to consider the actions outlined by the Equality Act 2009 (Religion & Belief) which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief. We respect the religious beliefs and practice of all staff, children and parents and we comply with reasonable requests relating to religious observance.

### ***Food***

- We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met where ever possible.
- 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***

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
- We positively encourage fathers to be involved in the setting, especially those fathers who do not live with the child.
- Information about meetings is communicated in a variety of ways - written, verbal and where resources allow in translation - to ensure that all mothers and fathers have information about, and access to, the meetings.

## ***Monitoring and reviewing***

- So that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meet our overall aims to promote equality, inclusion and to value diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.
- We keep a record of prejudice related incidents and bullying.

## ***Staff***

- Staff are expected to set an example by showing that they value the contributions made by all children and adults involved in the nursery.
- Staff are required to report any racial incidents and these will be reported in full to the manager and management committee.
- Staff are required to report any homophobic incidents which will be fully dealt with.
- Staff are required to report any incidents of bullying which will be fully dealt with.
- Staff will challenge and discuss all stereotypes.
- Staff will ensure that the teaching and learning environment will be safe for parents, children and staff from ethnic minority communities through the implementation of effective anti-racist approaches and effective Behaviour Policy.
- Staff will work as a team to ensure that the nursery ethos will be one of respect for and celebration of diversity, open and honest communication and trust.
- Staff will support children individually and in small groups to aid access to the curriculum.
- Staff should feel safe at work.
- Staff are made aware of the whistle blowing policy and procedures.
- Adjustments will be made to staff job descriptions and duties where possible and reasonable.

## ***Policies which contribute to the promotion of Equality***

- Behaviour policy

- Anti-bullying and harassment (this includes cyber bullying and prejudiced based bullying)
- Special educational needs policy
- Complaints procedure sets out how we deal with any complaints relating to our nursery.
- Staff discipline and grievance
- ICT & E-safety policy

### **Public Sector Equality Duty**

- We have regard to the Duty to eliminate discrimination, promote equality of opportunity, foster good relations between people who share a protected characteristic and those who do not.

### **Legal framework**

The Equality Act (2010)

Children Act (1989) & (2004)

Children and Families Act (2014)

Special Educational Needs and Disabilities Code of Practice (2014)

This policy was adopted by	King Square Community Nursery	
On	16 September 2021	
Date to be reviewed	16 September 2022	
Signed on behalf of the provider		
Name of signatory	Lisa Bassett	Jackie Morgan
Role of signatory	Chair	Manager

### **Other useful Pre-school Learning Alliance publications**

- Guide to the Equality Act and Good Practice (2015)
- SEND Code of Practice 2014 for the Early Years (2014)
- All Together Now (2011)
- Where's Dad? (2009)