



EQUALITY AND DIVERSITY POLICY

Our setting is committed to taking positive and proactive steps to ensure that we provide a safe and caring environment free from discrimination for everyone in our community. Our setting actively promotes equality of opportunity, tolerance, fairness and anti-discriminatory practice towards all children, families, members of staff, students, volunteers. We fully and wholeheartedly adhere to both the spirit and detail of the Equality Act 2010, the Race Relations Act 1976 and the Race Relations (Amendment) Act 2000, which outlaw discrimination against anyone on grounds of race, colour, nationality or ethnicity.

The setting accepts its duty to try to eliminate discrimination and to promote equality of opportunity and good race relations. All staff and children at the setting are entitled to an environment free from harassment and discrimination, as outlined in the Equality and Diversity policy.

The setting is open to children of all cultures, religions, linguistic backgrounds and abilities. All children are treated as individuals with equal concern, in order that they should feel equally valued regardless of their sex, disability, religion, nationality, ethnic or national origins. All staff work to encourage each child's self esteem and respect for others by promoting the positive values of diverse cultural identities through anti-racist activities and resources.

Our setting is aware that some children have disabilities/additional needs and are proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. We are committed to taking appropriate action to make sure that all children are able to access our services, made to feel welcome, and that our activities promote their welfare and development in partnership with parents/carers and other relevant parties.

The setting is committed to the integration of all children with disabilities/additional needs and comply with the current Code of Practice on Special Educational Needs, the Special Educational Needs and Disability Act 2001, and the Disability Discrimination Act.

The setting also believes that children with disabilities/additional needs have a right to play, learn and be able to develop to their full potential alongside other children.

The setting will do all it can to ensure children with disabilities/additional needs have access to the same facilities, activities and play opportunities as their peers. Everybody stands to gain if all children are allowed to share the same opportunities and are helped to overcome any disadvantages that they may face.

The setting's equal opportunities procedures aim to help everyone involved in the setting to counteract and eliminate both direct and indirect discrimination in decision making, employment practices and service provision and to ensure that our services strive to achieve equality of opportunity for all.

The setting will endeavour to challenge any offensive behaviour, language or attitudes with regards to race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation and disability towards staff, parents/carers, children and visitors.

Complaints and challenges regarding our anti bias practice will be seen as a positive part of the settings development towards being an equal opportunity setting.

We recognise that the active involvement of parents/carers in the development and monitoring of our Equality & Diversity policy is vital to its success as set out in the Partnership with Parents/Carers policy. As such, the setting will both welcome and encourage parents and carers to get involved in the running and management of the setting, and to comment on the effectiveness of its policies and procedures.

The setting will facilitate regular opportunities for consultation with parents/carers about the service that the setting provides, as a means of monitoring the effectiveness of the Equality and Diversity policy.

Aim

We aim to:

- provide a secure environment in which all our children can flourish and in which all contributions are valued;
- To ensure that all children attending the setting have equal access to activities that will support and extend their knowledge and experiences in all areas of learning and development
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- make inclusion a thread that runs through all of the activities of the setting.

Legislation / guidance that informs this policy

Equality Act 2010

The Equality Act 2010 harmonised nine major pieces of equality legislation and around 100 statutory instruments that have been introduced over the past 40 years including:

The Sex Discrimination Act 1975

The Race Relations Act 1968

The Children's Act 1989, 2004

The Disability Discrimination Act 1995, 2005

UN Convention on the Rights of the Child 1989

Race Relations Amendment Act 2000 / 2010

The Special Educational Needs and Disability Discrimination Act 2001

The Childcare Act 2006

Early Years Foundation Stage

Methods

Admissions

See Admissions and fees Policy

Employment

See Policy on the Recruitment and Appointment of staff

Training

- We provide opportunities for staff and volunteers to access training to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We continuously review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion. Written policies are reviewed annually.

EYFS Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes 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;
- ensure each child, parent and staff member knows that they are valued, and that their background (culture and religion) is understood, respected and reflected
- encourage and support staff to act as positive role models to children by displaying and promoting tolerant and respectful behaviour, language and attitudes and challenging any discriminatory incident, according to the provisions set out in the Staff Disciplinary & Grievance Procedures and the Behaviour Management.
- treat seriously any member of staff found to be acting, or have been acting, in a discriminatory way, according to the provisions of the Staff Disciplinary & Grievance Procedures policy.
- work to fulfil all the legal requirements of the Sex Discrimination Act 1975, the Disability Discrimination Act 1995, the Human Rights Act 1998 and the Race Relations (Amendment) Act 2000/2010.
- we will ensure that our childcare practice is regularly reviewed in order to remove those practices which discriminate unfairly on the grounds of gender, culture, religion or sexuality.
- ensuring that children have equality of access to learning;
- recognising the different learning styles, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities;
- 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;
- introducing a wide range of festivals and celebrations;
- creating an environment of mutual respect and tolerance;

- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable e.g. circle time and persona dolls;
- 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; and
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Valuing diversity in families

- We welcome and appreciate the diversity of family lifestyles.
- 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.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer information regarding sources of financial support, e.g. Working Tax Credit (Childcare Element).

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

Partnership with Parents

- The views of all parents/carers will be welcomed, respected and carefully considered.
- Ensure that policies and procedures for consultation and participation are in place and understood
- Ensure the services offered will support opportunities for staff to recognise discrimination, seek to address areas of inequality, promote understanding and awareness
- Collect and monitor information about the ethnic background of the children with the aim of making our service as accessible as possible

This policy was reviewed on 1st March 2017.

Trustee:- _____ (_____)

Trustee:- _____ (_____)

Trustee: _____ (_____)