

Equality and Inclusion Policy

Link to Every Child Matters: Make a Positive Contribution

Links to Early Years Foundation Stage: Safeguarding and Welfare Requirements: Equal Opportunities 3.66

This policy represents the agreed principles for Inclusion and Equal Opportunities throughout the Nursery. All Nursery practitioners, representing Small World Nursery have agreed this policy.

Introduction

The mission statement of our nursery talks of valuing the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of children's varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this nursery promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Policy statement

Small World Nursery School aims to be an inclusive nursery. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our nursery:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an Additional Language;
- children with Special Educational Needs;
- gifted and talented children;
- children who are at risk of disaffection or exclusion;
- travellers and asylum seekers.

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.

In line with the Early Years Foundation Stage (EYFS), Small World Nursery believes that all children are individuals and have an equal right to be listened to and be valued. Nursery

practitioners ensure all children have the opportunity to reach their full potential and ensure children and their families are treated fairly regardless of race, sex, disability, age, religion or sexual orientation. Small World Nursery is committed to providing an inclusive environment that celebrates diversity and works with parents/carers to ensure that every child is able to access nursery care and education that stretches their learning and development.

Small World Nursery 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/my] service and foster good relations with the local community;
- actively include all families and value the positive contribution they make to [our/my] 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.

Legislation (See additional sheets for more information)

- Children Act 1989
- Disability Discrimination Act 1995
- Disabled Person Acts 1958, 1986
- Education Act 1981 and 1993
- Education Reform Act 1988
- Employment Equality (Age) Regulations 2006
- Equal Pay Acts 1970 and 1984
- Race Relations Act 1976 and Race Relations Amendment Act 2000
- Sex Discrimination Act 1975 and 1986
- Special Educational Needs and Disability Act 2001

Who is responsible for the implementation of the policy?

All practitioners will be involved in developing and implementing the Equal Opportunities policy. **Mrs Kittie Methuen-Jones** is the designated practitioner with particular responsibility for equal opportunities.

What are we trying to achieve with the children and their families?

Admissions (please see admissions policy for more information).

Small World Nursery 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 nursery based on a protected characteristic as defined by the Equality Act (2010).
- We advertise our service widely.
- We will 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 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, 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.
- Displaying of openly discriminatory and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on, or around, [our/my] 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 (Please see our Safe Recruitment Policy for more information)

- 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 of 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.
- The nursery will appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed.

- Commitment to implementing the nursery's Equal Opportunities Policy will form part of the job description for all workers.

Induction

- Practitioners are informed of the Equal Opportunities policy on induction.

On-going Training

- Practitioners are informed and updated on new legislation, and are trained accordingly.
- Practitioners are given the opportunity to attend courses for personal development and to improve their knowledge about inclusion. This area of practice is revisited on a regular basis to ensure that all practitioners are reminded of the nursery's policy and procedure and can behave appropriately.
- The nursery will review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.

Curriculum

The Early Years Foundation Stage is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. 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 meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of children;
- providing other curricular opportunities outside the Early Years Foundation Stage to meet the needs of individuals or groups of children.

All children will be respected and their individuality and potential recognised, valued and nurtured. Planning will ensure that activities/experiences offered are age/stage appropriate and accessible to all children within group. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

The nursery ensures 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;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
- ensuring that disabled children with and without special educational needs are fully supported;
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages

Environment

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 will 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.

Resources

These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-racial society.

Materials will be selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people.

Language

Information, written and spoken, will be clearly communicated in as many languages as possible.

It will be acknowledged that not all carers will have good reading or writing skills and verbal explanations may be more appropriate than written communication.

Bilingual/multilingual children and adults are an asset. They will be valued and their languages recognised and respected in the nursery.

Teaching style

At the nursery we aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of children to ensure that all children are achieving as much as they can. We also make ongoing assessments of each child's progress. Practitioners use this information when planning. It enables practitioners to take into account the abilities of all the children in the setting.

When the attainment of a child falls significantly below the expected level, practitioners enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, practitioners use appropriate resources and learning styles, and extend the breadth of work within the area or areas for which the child shows particular aptitude.

The practitioner's ensure that children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely, in clothing that is appropriate to their religious beliefs;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.

Valuing diversity in families

The nursery recognises that many different types of family successfully love and care for children. (How do you show that you value differences, ensure good communication and liaise with parents to ensure children's records contains relevant information?)

- 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.

Children with disabilities

Some children in our nursery may have disabilities and consequently may need additional resources. The nursery is committed to providing an environment that allows these children full access to all areas of learning. All our entrances are wide enough for wheelchair access, and the designated points of entry for our nursery also allow wheelchair access.

All practitioners change learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning practitioners ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

All practitioners ensure that the work for these children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, visual aids;
- is adapted or offers alternative activities in those areas of learning where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their learning
- includes approaches that allow hearing-impaired children to learn about sound and music, and visually-impaired children to learn about light using visual resources and images.
- uses assessment techniques that reflect their individual needs and abilities.

Special needs

The nursery recognises the wide range of special needs of children and families in the community, and will consider what part it can play in meeting these needs.

Please see the Special Educational Needs Policy for further information.

Food and Festivals

Our aim is to show respectful awareness of all the major events in the lives of the children and families in the nursery, and in our society as a whole, and to welcome the diversity of backgrounds from which they come.

- 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 will help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

In order to achieve this, we aim to acknowledge all the festivals, which are celebrated by the families involved in the nursery:

- Children will be made aware of the festivals which are being celebrated by their own families or others, and will be introduced where appropriate to the stories behind the festivals.
- Before introducing a festival with which the adults in the nursery are not themselves familiar, appropriate advice will be sought from people to whom that festival is a familiar one.

- Children and families who celebrate at home festivals with which the rest of the nursery is not familiar will be invited to share their festival with the rest of the group, if they themselves wish to do so.
- Children will be encouraged to welcome a range of different festivals, together with the stories, celebrations and special food and clothing they involve, as part of the diversity of life.

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
- We will 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.

Dealing with Discriminatory Behaviour

At Small World Nursery we do not tolerate discriminatory behaviour and take action to tackle discrimination. We believe that parents have a right to know if discrimination occurs and what actions the nursery will take to tackle it. We follow our legal duties in relation to discrimination and record all incidents any perceived or actual relating to discrimination on any grounds and report these where relevant to children's parents and the registering authority.

Definition and legal framework

Types of discrimination

- **Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic
- **Discrimination by association** occurs when there is a direct discrimination against a person because they associate with a person who has a protected characteristic
- **Discrimination by perception** occurs when there is a direct discrimination against a person because they are perceived to have a protected characteristic
- **Indirect discrimination** can occur where a provision, criterion or practice is in place which applies to everyone in the organisation but particularly disadvantages people who share a protected characteristic and that provision, criterion or practice cannot be justified as a proportionate means of achieving a legitimate aim
- **Harassment** is defined as 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual'
- **Victimisation** occurs when an employee is treated badly or put to detriment because they have made or supported a complaint or raised grievance under the Equality Act 2010 or have been suspected of doing so.

Protected characteristics

The nine protected characteristics under the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation

- Marriage and civil partnership
- Pregnancy and maternity.

Incidents may involve a small or large number of persons, they may vary in their degree of offence and may not even recognise the incident has discriminatory implications; or at the other extreme their behaviour may be quite deliberate and blatant.

Examples of discriminatory behaviour are:

- Physical assault against a person or group of people
- Derogatory name calling, insults and discriminatory jokes
- Graffiti and other written insults (depending on the nature of what is written)
- Provocative behaviour such as wearing badges and insignia and the distribution of discriminatory literature
- Threats against a person or group of people pertaining to the nine protected characteristics listed above
- Discriminatory comments including ridicule made in the course of discussions
- Patronising words or actions.

Our procedures

We tackle discrimination by:

- Expecting all staff in the nursery to be aware of and alert to any discriminatory behaviour or bullying taking place in person or via an online arena
- Expecting all staff to intervene firmly and quickly to prevent any discriminatory behaviour or bullying, this may include behaviour from parents and other staff members
- Expecting all staff to treat any allegation seriously and report it to the nursery manager. Investigating and recording each incident in detail as accurately as possible and making this record available for inspection by staff, inspectors and parents where appropriate, on request. The nursery manager is responsible for ensuring that incidents are handled appropriately and sensitively and entered in the record book. Any pattern of behaviour should be indicated. Perpetrator/victim's initials may be used in the record book as information on individuals is confidential to the nursery
- Ensuring any online bullying or discriminatory behaviour is tackled immediately
- Informing: the parents of the child(ren) who are perpetrators and/or victims should be informed of the incident and of the outcome, where an allegation is substantiated following an investigation
- Excluding or dismissing any individuals who display continued discriminatory behaviour or bullying, but such steps will only be taken when other strategies have failed to modify behaviour. This includes any employees where any substantiated allegation after investigation will incur our disciplinary procedures (please see the policy on disciplinary procedures).

We record any incidents of discriminatory behaviour or bullying to ensure that:

- Strategies are developed to prevent future incidents
- Patterns of behaviour are identified
- Persistent offenders are identified
- Effectiveness of nursery policies are monitored
- A secure information base is provided to enable the nursery to respond to any discriminatory behaviour or bullying.

If the behaviour shown by an individual is deemed to be radicalised, we will follow our procedure as detailed in our Safeguarding Policy in order to safeguard children and families concerned.

Nursery staff

We expect all staff to be alert and seek to overcome any ignorant or offensive behaviour based on fear or dislike of distinctions that children, staff or parents may express in nursery.

We aim to create an atmosphere where the victims of any form of discrimination have confidence to report such behaviour, and that subsequently they feel positively supported by the staff and management of the nursery.

It is incumbent upon all members of staff to ensure that they do not express any views or comments that are discriminatory; or appear to endorse such views by failing to counter behaviour, which is prejudicial in a direct manner. We expect all staff to use a sensitive and informed approach to counter any harassment perpetrated out of ignorance.

Complaints procedure

Please see the Complaints policy should you be dissatisfied with the provision

Review

At Small World Nursery we achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony and preparing children to live in a diverse society?
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This policy will reflect our up to date knowledge and practice. It will be signed, dated and reviewed annually.

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	Small World Nursery
On	6 th August 2019
Date to be reviewed	August 2020
Signed on behalf of the provider	
Name and role of signatory	Melanie Whitley (Nursery Manager)



Discriminatory Behaviour form

Date:

Name of person with issue:

Description of situation:

Investigation of situation:-

Present:-

Comments:-

Resolve:-

Signed:-

(Nursery Manager)