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## Equal Opportunities

### Valuing diversity and promoting equality

We will ensure that our service is fully inclusive in meeting the needs of the children. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds.

There are a number of factors which affect children's well-being, including the structure of their family, any disabilities (either their own or their parents), family hardship, or discrimination from their ethnicity, the languages they speak, their religious background etc.

We understand these can impact on a child's learning and attainment. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

We aim to:

- Provide a secure and accessible environment in which all of our children can flourish and in which all contributions are considered and valued;
- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping information about gender roles, diverse family structures, diverse ethnic and cultural groups and disabled people;
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- Challenge and eliminate discriminatory actions;
- Make inclusion a thread that runs through all of the activities of the setting; and
- Foster good relations between all communities.

### Admissions

- Our setting is open to all members of the community.
- We advertise our service widely.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We can provide information in as many languages as possible.
- We base our Admissions Policy on a fair system.
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Equality Policy.

- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act (2010). These are:
  - Disability
  - Race
  - Gender reassignment
  - Religion or belief
  - Sex
  - Sexual orientation
  - Age
  - Pregnancy and maternity; and
  - Marriage and civil partnership.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to disability.
- We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
- We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discrimination behaviour by staff or parents.
- Displaying of openly discriminatory and possible offensive materials, name calling, or threatening behaviour are unacceptable on, or around, the premises and will be dealt with in the strongest manner.

### **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.
- 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 checks by the DBS. This ensures fairness in the selection process.
- All 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 staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy.

### **Curriculum**

The curriculum offered in the Nursery 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 crucial thinking.

Our environment is as accessible as possible for all visitors and service users. We make reasonable adjustments to accommodate the needs of disabled children and adults by:

- Making children feel valued and good about themselves and others.
- Ensuring that children have equality of access to learning.
- Undertaking an access audit to establish if the setting is accessible to all children.
- Making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments.
- Making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities.

- Representing different communities in the choice of resources.
- Avoid stereotypes in the selection of books.
- Celebrating a wide range of festivals.
- Creating an environment of mutual respect and tolerance.
- Differentiating the curriculum to meet children's special educational needs.
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Ensuring that the curriculum offered is inclusive of children with SEN and 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 language.

### **Valuing diversity in families**

- We welcome the diversity of family lifestyles and work with all the families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage mothers, fathers and other carers to contribute fully and take part in the life of the setting.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.

### **Food**

- We work in partnership with parents to ensure that the dietary requirements of children that arise from their medical, religious or cultural needs 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.

### **Monitoring and reviewing**

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

### **Supporting children with SEND**

We provide an environment in which all children, including those with special educational needs (SEN), are supported to reach their full potential. We support parents and children with special educational needs. We identify the specific needs of children with SEN and meet those needs through a range of SEN strategies. We work in partnership with parents and other agencies in meeting children's individual needs. We monitor and review our policy, practice and provision and make changes if needed.

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO): Jo Buckland
- We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We work closely with the parents of children with SEN to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals.
- We provide a broad, balanced and differentiated curriculum for all children with SEN.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual my plans and my plan + for children with SEN.