



Equality of opportunity

1.11 Valuing diversity and promoting equality

Policy statement

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. Our Centre 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 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 ethnic and cultural groups and disabled people;
- 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 within the Centre.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Areas of learning and development

Procedures

Admissions

Our Centre 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 provide information in different languages whenever possible.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our Centre, on the basis of colour, ethnicity, religion or social background, such as being a member of a Travelling community or an asylum seeker.
- We do not discriminate against a child with a disability or refuse a child entry to our Centre for reason relating to disability.
- We ensure wherever possible that we have a balanced intake of boys and girls in the Centre.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the Centre and in the curriculum offered.
- DDA policy is agreed by the Governors.
- We take action against any discriminatory behaviour by staff, visitors or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises.

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 Criminal Records Bureau. 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 for promoting equality, valuing diversity and inclusion.

Curriculum

The curriculum offered in the Centre 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.

Our environment is as accessible as possible for all visitors and service users. If access to the Centres is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- undertaking an access audit to establish if the Centre 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, e.g. recognising the different learning styles of girls and boys;
- 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;
- 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 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.
- SMDS services are available to provide information, resources and support.

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 Centre.
- We encourage parents/carers to take part in the life of the Centre and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

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.

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the Centre.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about and access to the meetings.

Monitoring and reviewing

- To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.
- We have a equal opportunities co-ordinator: Stacey Hanson , whom ensures we promote and support equal opportunities within the centre

Promoting spiritual, moral, social and cultural development

We promote children's spiritual, moral, social and cultural development through experiences and opportunities that help children to understand and develop their values and beliefs.

We promote SMSC development through:

- Informed planning based on the development, experiences and interests of the children that are age appropriate.
- Ensuring SMSC is promoted throughout the curriculum
- An enriched environment with all the opportunities for children to challenge and experiment with new ideas and experiences
- Giving children the opportunities to reflect upon and discuss their ideas and ask questions about the world with adults and their peers
- Educational visits to the local and wider community
- Training for staff
- Celebrating children's accomplishments and achievements through displays, celebrations and special events
- Sharing children's development with their parents and carers and working together to support children within the home and nursery environment
- Give children a sense of belonging through individual ownerships, independent learning and self-help skills

Through the support and promotions of SMCS within the nursery we aim that children will....

Promoting spiritual development-

- *Develop self-esteem and belief in themselves*
- *Develop a sense of curiosity in the natural world and the lives and beliefs of others.*

- *Personal values and perspective on life*
- *Development of relationships and empathy for others*
- *Express themselves in a variety of ways and time to reflect on their experiences*
- *Explore values of others through role play, dance, stories and discussion*
- *Respect the beliefs of others within the setting and within the wider community*
- *Educational visits, visitors*
- *Promote awe and wonder*

Promoting moral development-

- *Help children to understand their feelings and emotions and how to express themselves positively*
- *Have a sense of right and wrong*
- *Keeping safe*
- *Develop positive relationships*
- *Staff promote good behaviour through clear models and reinforcement*
- *Show respect for the environments and the resources of the nursery*
- *Gain confidence to learn from mistakes*
- *Distinguish between right from wrong*

Promoting social development-

- *Develop positive relationships*
- *Work co-operatively successfully together*
- *Become independent with their own leaning*
- *Gain understanding of society and contribute positively to life in modern Britain*
- *Learn awareness of treating others as equals and accepting differences*

Promoting cultural development-

- *Appreciate, understand and respect aspects of their own and others cultural backgrounds in terms of beliefs, heritage, attitudes, customs, knowledge and skills*
- *Recognise similarities and differences between different societies and groups and celebrate diversity's*

- *Experience cultural activities through planned activities and enhanced environments including music, literature, art, role play, visitors to the centre and visits out into the community*

Legal framework

- The Equality Act 2010
- Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976, 1986
- Children Act 1989, 2004
- Special Educational Needs and Disability Act 2001

This policy was adopted at a meeting of	Governors
Held on	<u>7th December 2016</u> (date)
Date to be reviewed	<u>March 2018</u>
Signed on behalf of Governors	
Name of signatory	<u>Alan Smith</u>
Role of signatory	<u>Chairman of Governors</u>

Other useful publications

- Embracing Equality (2007)