

Equality and Diversity

We aim to

- Recognise that all children are different and unique and aim to identify how best to support each child and their family.
- Value the contributions that all children and their families bring.
- Actively promote anti-discriminatory practice to build an inclusive environment where every child can fulfil their potential
- Continually reflect on our practise and increase our knowledge around equalities issues.
- Provide an inclusive environment recognising that as individuals, children and adults alike all require some form of support. However, we recognise that for some this may be specific and sometimes require the support from outside agencies.
- Adhere to relevant legislation to ensure equality in the service we provide.

Employment

- We strives to find the best candidate for every job vacancy regardless of race, religion, home language, family background, gender or disability and/or learning difficulty.
- Positions are advertised widely in the local community.
- All applicants are assessed against the same criteria using the job description for the role advertised.
- Each position is offered to the applicant who best meets the criteria for the post.
- As our work with children requires staff to undertake a Enhanced Disclosure and Barring Service check, we would encourage all applicants called for an interview to provide details of any criminal record at an early stage in the application process. Having a criminal record will not necessarily bar you from working with us, this will depend upon the nature of the offence and when it occurred. We will take guidance from the Rehabilitation of Offenders Act 1974 and from Ofsted when making an employment decision. We will discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.
- We follow the DBS code of practice when handling and storing all confidential information.

Staff

- We are committed to the fair treatment of our staff, potential staff or users of our services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age or disability.
- We promotes good practice in our setting according to our Equality and Diversity Policy.
- All staff members have knowledge of our Equality and Diversity Policy and share the responsibility of ensuring that we provide a fully inclusive service for children and their parents / carers and families. They recognise the importance of their role in promoting equality and challenging discrimination.
- We seek out ongoing training / professional development opportunities for staff to enable them to keep up to date with new developments, current research and appropriate practice. This information is stored in our Continuing professional development file situated in the office.

Admissions

- Our nursery is open to all members of the community.
- We advertise widely in a range of different ways and aim for the families that use our setting to reflect the cultural diversity of our community. We base our admissions policy on a fair system. We never discriminate against a child or their family, or prevent entry to our setting on the

basis of race, religion, home language, family background, gender or disability and/or learning difficulty.

- We gather full and accurate information about all children before they start to ensure that we can meet their needs to the best of our ability. This is done by the means of our Application form, 'All about Me Book' and liaison between parents / carers and staff during the settling in sessions.
- Bilingual/multi-lingual children and adults are an asset. They will be valued and their languages recognised and respected within the nursery.

Environment and Resources

- We aim to provide a secure environment in which all children can flourish and in which all contributions are valued.
- We provide resources that give a balanced view of the world and an appreciation of the rich diversity of our society.
- We encourage children through play equipment and activities that explore, acknowledge and value similarities and differences between themselves and others.
- Our physical resources take into account children's size, height and physical needs, e.g. we have child sized tables and chairs and low level sinks and toilets.
- When necessary we use visual timetables to support children's communication, including children with English as an additional language.
- We work with professionals from outside agencies to provide a multi-agency network of support for children and their families e.g. Speech and Language Therapists, portage, community health practitioners, physios etc, to ensure that the best care and learning opportunities are available for individual children.

The Early Years Foundation Stage Framework

- We ensure all children have the opportunity to experience a challenging and enjoyable programme of learning and development.
- We respect each child's personal Learning Journey and encourage each child to recognise their own unique qualities and characteristics.
- We provide activities and experiences for children which celebrate diversity.
- Our observation, assessment and planning process allows for the key person to plan for each child's individual needs.
- We work within the EYFS Framework to provide activities and experiences for each child which are appropriate to their age, stages of development and levels of understanding.
- We differentiate activities and experiences to suit children's individual needs to ensure that all children can participate in them, including children with Special Educational Needs.
- We plan opportunities that build on and extend all children's knowledge, experiences, interests and skills and develop their self-esteem and confidence in their ability to learn

Inclusive Practice

- All staff members share the responsibility of ensuring that we provide a fully inclusive service for children and their parent / carers and families.
- On enrolment all children are appointed a Key person who will liaise with parents / carers and families to identify children's individual needs and requirements to ensure that we are providing a fully inclusive service for each and every child.
- We will identify and provide additional resources and support for individual children, where needed
- We aim to be fully aware of special arrangements that may be necessary to ensure that children with disabilities or learning difficulties are fully included in all activities.

Working with parents / carers

- We aim to include and value the contribution of all families to our understanding of equality and diversity.
- We ensure that our parents / carers have access to our Equality and Diversity policy by making sure our parent's policies and procedures folder is available at all times.
- We value the contribution that parents can make to the setting and aim to make all parents feel welcome to share in the daily life of the nursery.
- We encourage parents / carers to become actively involved in the life of the nursery, stay and play sessions, invitations to parties and plays etc.

Discriminatory remarks or behaviour

- We take all incidents of discrimination very seriously and aim to challenge overt prejudice and discrimination when it occurs in a way that is sensitive and constructive.
- As a staff team we aim to recognise and examine our own beliefs and prejudice in relation to our own practice.
- We would fully support any child, member of staff or parent who encountered discrimination or harassment in a sensitive and constructive manner.

Action to be taken in case of discrimination

- Any concerns of discrimination should be reported to our Nursery Manager / Deputy in the first instance. This concern may be raised with the nursery providers if necessary.
- The management team will consider whether discrimination has occurred and agree on appropriate actions and response. The response will be made in writing to the person raising the concern. Actions will be implemented and monitored as appropriate. A report will be produced detailing the incident and recording any actions or outcome, and where appropriate other agencies will be informed.

Relevant Legislation

- Race Relations Act 1976 and Race Relations (Amendment) Act 2000
- The Children's Act 1989
- The Disability Discrimination Act 1995 (and Amendment Regulations 2003)
- The Sex Discrimination Act (SDA) 1975 (amended 1986)
- The Employment Equality (Sexual Orientation) Regulations 2003
- The Employment Equality (Religion or Belief) Regulations 2003
- The Employment Equality (Age) Regulations 2006

**This policy was revised & updated on the 15th August 2022
Eversley Nursery School**