



## **EQUALITY OF OPPORTUNITY AND DIVERSITY**

St. Joseph's nursery aims to ensure that every element of our service delivery is fully inclusive in meeting the needs of all of the children and users/families. Living in a locality of rich diversity, we understand that our families come from a broad range of diverse backgrounds, both regards cultures and ethnicities, religions, socio-economic situations, and children can therefore belong to single (which can be male or female), same sex, or heterosexual coupled parents/carers. As such, we recognise families have needs and values that arise from their personal circumstances, which can also include children growing up either with, or having, close extended families of grandparents, aunts, uncles and cousins, whilst others may be removed from close kin and either live with foster carers, other relatives or within the care system establishments.

In addition, we recognise that some children have needs that arise from disability or impairment, or may have parent/carers that are affected by disability or impairment. Some children may come from families who experience social exclusion or severe hardship and some children come from families who experience discrimination and prejudice due to their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment. We fully support these families, regardless of their circumstance, and aim to treat all children and users equally and without bias, preferential or negative. We will not tolerate the espousing of any kind of sectarian, religious or racial hatred or intolerance and promote the British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

We also understand that research demonstrates that such factors often affect the well-being of children, which can negatively impact on their learning and development. In such cases

we will put systems into place to aid the child's progress, including working closely with parent/carers to support appropriate stage development and emotional well-being.

St. Joseph's Nursery 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

## **Procedures**

Admissions – Our Nursery is open to ALL members of the community and no person will be treated prejudicially on account of race, religion, sexual orientation, gender, socio-economic background, ability or disability, marital status or any other personal characteristic.

- 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 ensure that all parent/carers are made aware of our Valuing Diversity and Promoting Equality Policy
- British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs is implicit in the curriculum, as outline by the EYFS and all staff members understand the importance of reporting and recording any incidence of possible radicalisation that may threaten the community and/or children and users of the centre
- 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 protected characteristics include: -

- 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 nursery for reasons relating to disability
- We ensure, whenever possible, that we have a balanced intake of boys and girls on our day care childcare role
- Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on, or around, the premises and would be dealt with immediately and discreetly, by asking the adult to stop using the unacceptable behaviour (see also behaviour policies – parent/carers and staff) 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.
- We take action against any discriminatory behaviour by staff or parent/carers whether by;
  - Direct discrimination – someone is treated less favourably because of a protected characteristic - eg. preventing families of some racial groups from using the service
  - Indirect discrimination – someone is affected unfavourably by a general policy - eg. children must only speak English in the setting
  - Association – discriminating against someone who is associated with a person with a protected characteristic – eg. 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 – eg. making assumptions about someone’s sexual orientation because of their mannerisms or the way they speak

## **Employment-Refer to school's employment policy**

- 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, now known as the Disclosure Barring Service. 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 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 Valuing Diversity and Promoting Equality

## **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. As stated, the curriculum promotes the British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs via EYFS delivery.

Our environment is as accessible as possible for all visitors and service users. If access to the nursery is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled users and children. We do this 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 providing 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, eg. 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 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 the diversity of family lifestyles and work with all families in a cooperative and supportive manner, treating all equally
- We encourage children to contribute stories of their everyday life to their peers during sessions

### **Food**

- We work in partnership to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met (allergy and food intolerances procedure)
- We help children to learn about a range of food, and of cultural approaches through cooking activities, snack time and to respect the differences among them.

### **Monitoring and review**

- So that our policies and procedures remain effective and continue to promote equality, inclusion and value diversity, we monitor and review them on an annual basis, although will update them as necessary when new legislation or laws are passed that affect our service delivery.
- We provide a complaints procedure (see policy) and a complaints summary record for parents to see

Review date: December 2016

Next review: December 2017