

Equality of Opportunity: valuing diversity and promoting equality

“The provider must take necessary steps to safeguard and promote the welfare of children”

Statutory Framework for the EYFS

The policy includes information on:



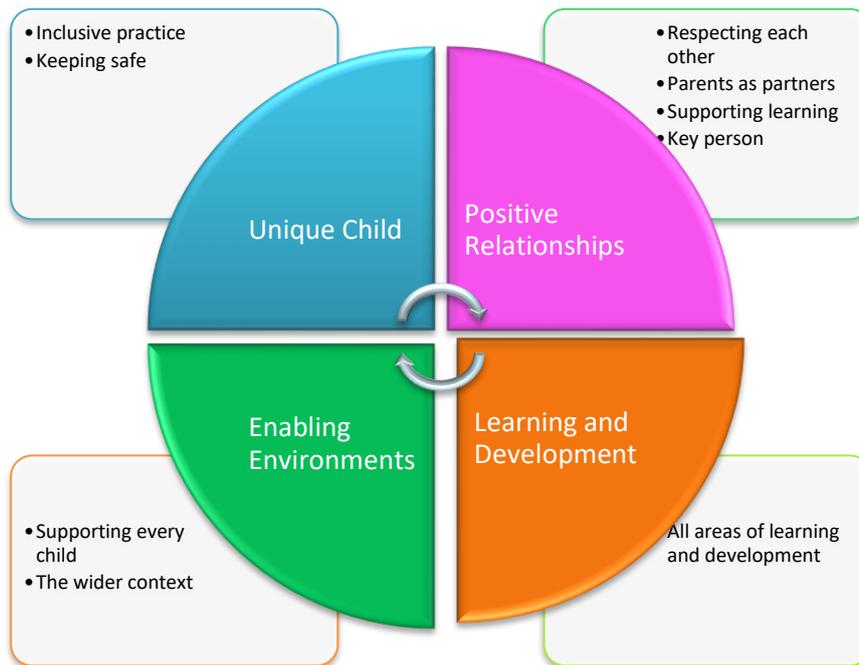
Policy statement

At the nursery we strive to provide a setting that is fully inclusive meeting the needs of all children. We positively value and respect all children from different ethnic heritage, social and economic backgrounds, gender, ability and disability. The nursery is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

The Meadows Nursery Schools aim to:

- Ⓢ Make inclusion central to the nursery environment.
- Ⓢ Provide a secure and accessible environment in which all our children can flourish and feel equal to each other.
- Ⓢ Value the contribution of all families in our nursery
- Ⓢ Provide positive non-stereotypical information about gender roles, diverse ethnic and cultural groups and disabled people
- Ⓢ Promote anti-discriminatory practice, promoting equality and valuing diversity

Our commitment to the EYFS:



Equality of Opportunity Procedures: children in our care



Admissions:

The nursery school positively welcomes all families to the setting through:

- ④ Promoting the nursery school widely through the county it is based, offering affordable, accessible child care for all.
- ④ Reflecting the diverse society in which the nursery is set through the publication material used.
- ④ The information provided by the nursery is clear, precise and uses language that is accessible to all, whether in written or spoken form.
- ④ Where we can, we provide materials in as many languages as possible.
- ④ The admissions policy to the nursery is based on a fair system, where we do not discriminate against a child or a family. Our decisions are not based on colour, race, ethnicity, religion or social background.
- ④ We welcome children that have disabilities and do not refuse a child entry to our setting if they have any form of disability, (unless it is felt another setting would best suit their specific needs and that we are not able to fully cater for them. In which case we will fully support them in securing a place in another setting).
- ④ We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- ④ Where possible we ensure that we have a good balance of girls and boys at the nursery school.

- Ⓢ We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.



The Meadows Nursery Schools environment:

The nursery environment has been designed to allow it to be accessible to all visitors, parents/guardians and carers, teachers and children. If it is found that the nursery treats children or parents/guardians or carers with disabilities less favourably, we will look to make reasonable adjustments to accommodate their needs.



The Meadows Nursery Schools curriculum:

The nursery school offers a diverse, varied and creative curriculum that is built around the Early Years Foundation Stages key themes and principles, ensuring all children are able to access and fulfil the Early Learning Goals. The curriculum encourages children to develop their personal, social and emotional development, through developing the child's positive attitudes about themselves as well as to people who are different from themselves. It furthermore encourages children to empathise with others and to begin to develop the skill of critical thinking.

The curriculum is made accessible to all through:

- Ⓢ allowing all children attending the nursery to feel valued and good about themselves in a happy, fun, creative and diverse learning environment
- Ⓢ ensuring all children have equality of access to learning by:
 - toys being chosen to reflect the ability and needs of the children
 - equipment to reflect the age and stage of the children's development
 - activities reflecting the diverse social and ethnic backgrounds of different groups of people
 - books to reflect the different lifestyles of the children and our society
 - home corners changed to show different cultures, races and events
 - displays depicting the world around us and a range of role models
- Ⓢ undertaking an access audit to establish if the curriculum is accessible to all children;
- Ⓢ making adjustments to the 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 and therefore consequently offering boys a greater percentage of physical tasks.
- Ⓢ 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 through providing activities that explore these concepts and through promoting a positive, caring environment;
- Ⓢ 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;
- Ⓢ ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.



Food, medical and dietary needs:

We work with parents to ensure that medical, cultural and dietary needs of children are met. Our booking form reflects this diversity and we use the information provided to support children and families in our nursery.

Children learn about different cultures and this encompasses them learning about different foods, different cultural approaches to mealtimes and eating. We encourage the children to respect this diversity and celebrate the different cultures.

At mealtimes we offer alternative food for those children that have a dietary preference or require an alternative to what is offered.

We respect the medical needs of all children.

Equality of Opportunity Procedures: Staff and employment

All staff employed at the nursery school and volunteers are expected to positively value each other and the children they care for, regardless of their ethnic heritage, social and economic backgrounds, gender, ability and disability.

All staff will be treated fairly and equally regardless of their, ethnic heritage, social and economic backgrounds, gender, ability and disability. All staff employed will be given the same opportunities and supported in their professional development requirements. These professional development requirements will be monitored through their individual professional plans.

Any staff member employed by the nursery school has been done so through fair criteria and on employment considered to be the best person for the job.

We welcome all applicants for an advertised post and will enable applicants with disabilities to work within the setting; however, consideration can only be made where it is safe and reasonable to do so, and where it does not compromise the welfare of the children in our care.

Staff demonstrating discriminatory behaviour:

- Ⓢ No staff, volunteer, visitor or trainee will be allowed to demonstrate discriminatory behaviour or offer remarks indicating such behaviour. This is considered unacceptable and a breach of our 'equality for opportunity' policy. In this case the manager will treat this as a disciplinary matter.

- Ⓢ Disciplinary procedures will be followed in accordance with Peninsula Business Services. Their advice and legal advice followed to ensure the nursery is fulfilling the required obligations as an employer/placement provider.
- Ⓢ A note will be made on the employees file.
- Ⓢ The manager will inform the nursery school director.



Employment:

We welcome all applicants for the posts advertised by the nursery school and strongly believe in:

- Ⓢ Making fair judgements against a fair criteria
- Ⓢ Applicants for the posts are welcome from all races, genders and social backgrounds.
- Ⓢ The applicant who best meets the criteria will be offered the post, subject to references and checks by 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 commitment to the post at the nursery.
- Ⓢ We monitor our application process to ensure that it is fair and accessible.



Training:

Staff at the nursery school are provided with new equality for opportunity legislation and provided training and inset in the understanding of anti-discriminatory procedures. We seek out and provide training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.

Policy last reviewed:

30th January 2019