



## Little Swans Day Nursery

### Equal Opportunities and Diversity Policy and Procedure

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#### Mission Statement

Our mission is to provide all our children with high standards of care, learning and play environments, so that each child can develop to his or her greatest potential and be prepared to move forward in their development for their future success.

#### Our Equality Duties

We aim to be a community where everyone is treated fairly and with respect. We want everyone to reach their potential, and recognise that for some children extra support is needed to help them to achieve and be successful.

We take our legal duties on equality seriously. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations.

Our equality information and objectives will be published on our website at;  
[www.littleswans.org.uk](http://www.littleswans.org.uk)

#### Aims of our Equal Opportunities Policy

Equality of opportunity at Little Swans Day Nursery is about providing equality and excellence for all in order to promote the highest possible standards of care. Equality of opportunity applies to all members of the nursery community; children, staff, parents/carers and others in the wider nursery community. We aim to ensure that the nursery meets the needs of all, taking account of ethnicity, culture, gender, sexual orientation, religion, language, age, ability, disability and social circumstances. It is important that in this nursery we meet the diverse needs of adults and children to ensure inclusion for all and that all children are prepared for full participation in a diverse, multi-ethnic and multi-lingual society.

#### Legislation and Requirement

The policy has been written with regard to the Code of Practice for Special Educational Needs; DFES/581/2014; The Equality Act 2010; The Statutory Framework for Early Years Foundation Stage 2017 (EYFS); Little Swans Special Educational Needs Policy; Behaviour Policy and Inclusion Policy (2018)

Equality and opportunity requires that everyone has an equal chance to develop themselves to their full potential and be safe and free from harm. The Early Years Foundation Stage states that ***“children should be treated fairly regardless of race, gender, religion, or disabilities”***.

#### Our Commitment to Equality



This section is designed to enable the nursery to meet specific duties of the Equality Act 2010. We aim to fulfil this commitment by

- ensuring that all pupils and staff are encouraged and able to achieve their full potential;
- respecting and valuing differences between people;
- preparing pupils for life in a diverse society;
- acknowledging the existence of racism and taking preventative action;
- making the nursery a place where everyone, irrespective of their race, colour, ethnic or national origin, feels welcomed and valued;
- promoting good relations between different racial groups within the nursery and within the wider community
- ensuring that an inclusive ethos is established and maintained;
- opposing all forms of discrimination
- being proactive in tackling and eliminating unlawful discrimination.

Consequently, Little Swans Day Nursery is committed to providing an inclusive environment that celebrates diversity and works with parents to ensure that every child is able to access nursery care and education that stretches their learning and development through;

- Equality of access for all
- Social inclusion for all
- Life choices widened, not restricted
- Talents fostered, not suppressed
- No one to experience disadvantage or discrimination
- Stereotypes to be challenged
- All forms of bullying and harassment condemned and challenged
  - Change to be managed for the benefit of all
- Individual and community needs to be responded to in a sympathetic and imaginative manner
- Individuals and groups allocated appropriate levels of support, ensuring their potential is fulfilled
- Principles of equality applies

### **Explanation of Discrimination**

Discrimination can occur both directly and indirectly:

**Direct discrimination** occurs when a child or group of children from one category (e.g. individuals from one ethnic group) are tolerated less favourably than a person from another category

**Indirect discrimination** occurs when a requirement or condition is applied equally to categories but puts a child or group of children at a disadvantage due to their gender, race or disability, such as being toilet trained before a child can attend the pre- school may discriminate against a child with a disability such as having Autism or Cerebral Palsy.

### **Leadership and Management**

All the nursery's policies reflect a commitment to equal opportunities, including race and equality. A clear ethos is also set by nursery management, which reflects the nursery's commitment to equality for all members of the nursery community. The nursery promotes positive and proactive approaches to valuing and respecting diversity.



The nursery leadership will work in partnership with others to promote equality of opportunity and oppose all forms of oppressive behaviour, prejudice and discrimination. Each member of staff contributes to the development and review of policy documents. The nursery takes necessary steps to enable the contribution of parents/carers.

The evaluations of policies are used to identify specific actions to address equality issues. The development of teaching, learning and the curriculum are monitored to ensure high expectations of all children and appropriate breadth of content in relation to the nursery and wider community.

### **Nursery Ethos**

The nursery opposes all forms of racism, harassment, prejudice and discrimination and publicly supports diversity. The nursery also actively promotes good personal community relations. Diversity is recognised as having a positive role to play within the nursery.

Each member of staff fosters a positive atmosphere of mutual respect and trust among staff, children, and adults in the nursery community from all ethnic groups. The nursery also caters for the dietary and dress requirements of different religious groups and enables children and staff to celebrate festivals and other events relevant to their particular faith and actively encourages all children to understand these.

Clear procedures are in place to ensure that staff deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant local authority policies and guidance such as those for anti-bullying and dealing with racist incidents.

All forms of harassment are recorded, monitored and dealt with in line with relevant nursery policies. Children, staff and parents are also aware of the procedures for dealing with intolerant behaviour and that such behaviour is always unacceptable. The staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice.

### **Admission to Little Swans**

The admissions process is managed by the nursery management and is monitored to ensure that it is administered fairly and consistently for all children, so that children from particular groups are not disadvantaged.

Comprehensive information about pupils' ethnicity, first language(s), religion, physical needs, diet etc. is included in all admission forms. There is a Programme for admitting and inducting new children.

Should a parent/carer apply for a place that has a child with a disability, medical or educational need, and their needs will be discussed with parents, SENCO and management. This will be the first point of establishing a positive partnership with parents, sharing information, entering into an agreement of needs, and making any reasonable adjustments. Parents will also be signposted to the Parent Partnership Services where they can access support and additional advice; [www.birmingham.gov.uk/senparents](http://www.birmingham.gov.uk/senparents)

### **Links with Outside Agencies**



Whilst a child is at Little Swans, and is in need of support from outside agencies, Jenny Owen, nursery SENCO, will contact, with parent's permission, as required, the area SENCO team, Speech and Language Therapy Service and Educational Psychologist support. We are required to make reasonable adjustments for disabled children as set by the Disability Discrimination Act 1995 (DDA). Such reasonable adjustments may include:

- the nursery reviewing its policy or procedure to ensure there are no obstacles to discriminate against children with disabilities
- making arrangements for staff training such as Makaton training (communication through sign)
- changing the layout of the base rooms and ensuring resources are available to facilitate the deliverance of pre-planned activities. For example ensuring visual prompts are in place.
- Seeking support for parents and carers where English is their second language and where necessary, provide information in different formats

Such activities can be already in place or considered in readiness to support a child with additional needs. It may not be possible to provide auxiliary aids and services or make physical changes to the building. Nursery practitioners ensure that positive images and encounters that reflect diverse multi-cultural and multi – racial society that we live in are provided through:

- The resources, play experiences and displays that are offered to all children through the planning for supporting children's learning, development and welfare
- Valuing all children and encouraging them to respect themselves and others
- Celebrating Multi-Cultural festivals
- Finding out about each child's family background and employ strategies that encourage parents to feel involved and ensures children's family culture is valued and celebrated
- Nursery staff and other adults involved in the child's care and development being positive role models and educators to children

## **Curriculum**

Curriculum (EYFS) planning takes account of ethnicity, backgrounds and needs of all children. The curriculum builds on children's' starting points and is differentiated appropriately to ensure the inclusion of:

- All genders
- Children learning English as an additional language
- Children from minority ethnic groups
- Children who are talented and gifted
- Children with special educational needs
- Children who are looked after by the local authority

The nursery monitors and evaluates its effectiveness in providing an appropriate curriculum for children of all backgrounds. Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All developmental areas contribute to the spiritual, moral, social and cultural development of all children.

The content of the curriculum reflects and values diversity. We provide opportunities for children

## **Responsibilities of staff and children**



□ The Special Education Needs Co-Ordinator (SENCO), Jenny Owen has the responsibility for overseeing the day-to-day operation of the special aspects of the policy (see role of early years SENCO). She will liaise with management and practitioners and seek help, advice and support from outside agencies regarding the needs of individual children who are a cause for concern.

□ Teaching staff and non-teaching staff should, both in their words and actions encourage all children to show respect for each other, to be aware of the needs of others and to be supportive of each other

□ Teaching staff and non-teaching staff should make it clear to all children that discrimination on the grounds of gender, race, ability, disability or creed is unacceptable and should set a personal example in this respect. □ All members of the nursery community should be encouraged to understand the needs of and to develop positive attitudes towards all members of society.

Nursery practitioners ensure all children have the opportunity to access nursery facilities, in order to reach their full potential through:

□ the implementation of the nurseries Special Educational Needs Policy

□ working in partnership with parents, in accordance with the nurseries Parental Partnerships Policy

□ Differentiating activities

□ providing appropriate support

□ supporting children to make friends

□ working with other professionals, such as teachers and outside agencies, to ensure a smooth transition to school

□ Meeting the needs of individual children and working with parents to ensure their child receives specialist services or additional support where needed

□ making reasonable adjustments in order to overcome any barriers to accessing nursery facilities

### **Teaching and Learning**

Staff ensure that the learning environments are inclusive in which all pupils feel their contributions are valued. All pupils also have access to the curriculum and staff take positive steps to include all groups or individuals. We aim to develop a culture of success and positive attitudes.

### **Language**

□ Little Swans values linguistic diversity and we are aware of the language and dialects spoken by the children and their families

□ Everyone must feel their language is valued. The use of home languages in school will be welcomed, encouraged and celebrated

□ Display's and books reflect a wide variety of languages

□ Staff plan carefully to meet the needs of children for whom English is an additional language

### **Assessment, Achievement and Progress**

All children have opportunity to achieve their full potential. Baseline assessments are used appropriately for all children in partnership with parents and previous educational settings (nursery/child minder). The nursery ensures that assessments are free of gender, cultural and social bias and that assessment methods are valid.



The monitoring and analysis of performance by gender, ethnicity and background enables identification of children where there are patterns of underachievement. The nursery ensures that action is taken to counter this.

All staff have high expectations of all pupils and they continually challenge them to extend their learning and achieve their full potential. The nursery values and recognises all forms of achievement. All children have full opportunities to demonstrate what they know, understand and can do and are able to benefit from assessment, which summaries their learning journey so far. Information from assessment is used to inform future learning and staff uses a range of methods and strategies to assess children's progress.

### **Behaviour Management**

The nursery expects high standards of behaviour from all members of the nursery community. A specific behaviour policy supports this aim. The nursery's procedures for managing behaviour are fair and applied equally to all. It is recognised that cultural background may affect behaviour. The nursery takes this into account when dealing with incidents of unacceptable behaviour and all staff operate consistent systems of rewards and sanctions.

Children, staff and parents/carers are aware of procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

### **Partnership with Parents/Carers and the community**

Progress reports and children's learning journeys are accessible to parents/carers online to ensure that all have opportunity to participate in their child's learning and development. They are also encouraged to participate at all levels in the full life of the nursery.

The nursery works in partnership with parents/carers and the community to develop positive attitudes to diversity and to address specific incidents and takes steps to encourage the involvement and participation of under-represented groups of parents/carers and sections of the community.

Meetings for parents/carers are made accessible for all. Parent/carer involvement is monitored to ensure the participation of all groups. Informal events are designed to involve all involved with the nursery.

### **Staffing, Recruitment and Professional Development**

The nursery adheres to recruitment and selection procedures, which are fair, equal and in line with statutory duties and local authority guidelines. Steps are taken to ensure that everyone associated with the nursery is informed of the contents of this policy. New staff are made familiar with it as part of their induction Programme.

Under the Equality Act 2010, positive action in recruitment and promotion applies. 'Positive Action' means the steps that the nursery can take to encourage people from groups with



different needs or with a past record of disadvantage or low participation, to apply for positions within the nursery.

If the nursery chooses to utilise positive action in recruitment, this will not be used to treat people with a protected characteristic more favourably, it will be used only in tie –break situations, when there are two candidates are equal merit applying for the same position.

The skills of all staff, including students and volunteers are recognised and valued. All staff are given status and support and are encouraged to share their professional knowledge. Regular supervisions and professional development activities are available to support their practice in relation to this policy.

Nursery staff will be provided with training, support and supervision that will extend their knowledge and understanding of different cultural groups and disabilities and ensure it is up to date so that they are able to implement the nurseries policy appropriately. Staff and visitors provide a range of role models and reflect the diversity of the local community and wider community.

### **Responsibilities**

Little Swans Day Nursery recognizes its responsibility to respond to inappropriate practices and attitudes in regards to racism, sex, disability, age, religion, and sexual orientation. All nursery practitioners and parents are expected to promote an environment at nursery that is free from discrimination, thereby providing good role models to children. Any incidents of discrimination will be investigated and may result in the grounds for dismissal or possible withdrawal of nursery care. Any complaints are investigated in accordance with the nurseries complaints procedures. Other responsibilities include:

- Ensuring that appropriate practices are implemented in the nursery, through its policies and procedures
- Providing information and advice to all staff
- Responding appropriately to inappropriate practices and attitudes in regards to racism, any form of discrimination, religion or sexual orientation
- Ensuring Equal opportunities Policies and Procedures are kept up to date
- Attending any Equal Opportunities training and feed back to staff

### **Monitoring and Review**

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections in the community and the effectiveness of the policy will also be evaluated each year by management.