



Greenfields Nursery School and Children's Centre

Head of Centre: Ellie Larkin

EQUALITY, DIVERSITY AND INCLUSION POLICY

Date Approved: September 2017

Approved by the Curriculum Committee

Statement of intent

Greenfields Children's Centre is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families.

Aim

We aim to:

- Provide a secure environment in which all our children can flourish and in which all contributions are 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 people with disabilities.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all the activities of the Centre.

Legal Framework

This equality and diversity policy has been developed in accordance with the Equality Act 2010, a single, consolidated source of discrimination law, covering all types of discrimination that are unlawful.

The Act covers all aspects of Centre life to do with how the Centre treats children and prospective children, parents and carers, employees, and members of the community. Everything the Centre does must be fair, non-discriminatory and not put groups of people at a disadvantage.

Methods

1. Admissions

Our centre is open to all members of the community.

- We advertise our services widely.
- We reflect the diversity of members of our society in our promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as 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 setting, 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 setting because of any disability.
- 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.

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

2. 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 of the Equality Act (2010) where this is necessary 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 Disclosure and Barring Service. This ensures fairness in the selection process.
- All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.
- We monitor complaints of bullying and harassment made by staff and deal with them accordingly.

3. 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 review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion.

4. 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.

We do this by:

- Making children feel valued and good about themselves.
- Ensuring that children have equality of access to learning.
- Recognising the different learning styles of girls and boys, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities.
- 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.
- 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.
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.
- Collecting and analysing assessment data to ensure all groups are progressing well and no group is subject to disadvantage.
- Having high expectations of behaviour which demonstrates respect to others. We deal with all incidents of bullying and inappropriate behaviour appropriately as set out in our behaviour policy.
- We monitor and address poor attendance to ensure children are not disadvantaged in their access to education.

5. 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 setting.
- We encourage parents/carers to take part in the life of the setting 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.

6. Supporting children and adults with Special Educational Needs and Disabilities (SEND)

- An accessibility plan is in place to ensure that all people with disabilities can participate in the services offered by the Centre including the Early Years Foundation Stage Curriculum.
- Policy and procedures are in place in line with the special educational needs and disabilities code of Practise (2013) to support, staff, parents and governors in working with children with SEND.
- We provide training for all staff on working with children with SEND.
- We work closely with a range of professionals in identifying and supporting children with SEND.
- Refer to Centre SEN policy for further information.

7. 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.

8. Meetings

- Information about meetings is communicated in written form and verbally including translations when possible to ensure that all parents have information about and access to the meetings.

Responsibilities and accountabilities

The Governors are responsible for:

- Making sure the Centre follows all of its equality and diversity policies and codes, and meets its legal responsibilities with respect to equality.
- Racist incidents are logged and reported.

The Head of Centre is responsible for:

- Ensuring policies and procedures are in place to comply with all equality legislation.
- Ensuring that the Centre implements its equality and diversity policies and codes of practice.
- Following the relevant procedures and taking action in cases of unfair discrimination, harassment or bullying.
- Ensuring that appropriate records are kept of any cases of unfair discrimination, harassment or bullying.

School managers are responsible for:

- Putting the Centre's equality and diversity policies and codes into practice.
- Making sure that all staff know their responsibilities and receive the support and training necessary to carry them out.
- Following the relevant procedures and taking action in cases of unfair discrimination, harassment or bullying.

All staff are responsible for:

- Promoting equality and diversity, and avoiding unfair discrimination.
- Challenging any incidents of unfair discrimination, or racial, sexual or other stereotyping, perpetrated by children, families or other staff.
- Keeping up-to-date with equality law and participating in equal opportunities and diversity training.
- Reporting any incidents of unfair discrimination, harassment or bullying to senior managers.

Children and families are responsible for:

- Respecting others in their language and actions.
- Obeying all of the Centre's equality and diversity policies and codes.