

<b>EQUALITY, DIVERSITY, AND INCLUSION POLICY</b>	
Reference: CF08	Effective date: 31.08.2012
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Last revision: October 2023	Revision date: October 2024



## **EQUALITY, DIVERSITY AND INCLUSION POLICY**

**We acknowledge there are individuals and groups who experience disadvantage in our society. This may be because of age, sexual orientation, marital status, race, colour, gender, disability, nationality, religion, class or beliefs.**

**It is our intention, through working with the Equality Act 2010 and the implementation of this policy, that all users of our services feel valued and respected as individuals and are enabled to become self-reliant and confident individuals.**

### Admissions and Membership

The setting is open to every family in the community. The setting operates a priority system, and this is outlined in the admissions policy and procedure.

### Recruitment and Employment

We will recruit and employ people on an equal basis and aim to ensure that no applicant or employee is excluded or unfairly treated on the grounds of age, sex, sexuality, family status, means, disability, race, ethnic origin, culture, religion or belief. See Equal Opportunities Policy Guidelines for Recruitment of Employees.

### Management

We recognise that the Board of Trustees should reflect the make-up of the community it serves, and every effort will be made to redress any imbalance or exclusion. It is a condition of membership of the committee and employees (both paid and voluntary) to follow the principles outlined in this policy.

### Disability and Inclusion

We accept the social model of disability and will strive to redress the disabling elements within our society and within its own organisation and practice. We will make every effort to meet the needs of disabled children and parents and carers to ensure they are welcomed, valued and able to participate fully. We recognise this will be achieved, not only through the provision of physical access, but by the attitudes of management, staff and users of the service.

- We aim to ensure that we are as inclusive as we can be and intend to support the needs of everyone that accesses the setting.
- The setting has a Special Education Needs and Disability (SEND) Policy (2014) as well as a Special Education Needs Co-ordinator who will work with the SEND Code of practice 0 – 25 years to ensure we work in

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partnership with parents, carers, and other agencies to ensure children's individual needs are met.

- We will continually review, monitor and evaluate our services and practices to ensure that we meet the needs of all individuals in our setting.

### This Policy will support children in the following ways

- Encourage children to experience a wide range of toys, resources, equipment and play activities, using a variety of materials which will also compliment their home life and experiences.
- Encourage children to play in an environment where stereotypes are challenged.
- Give children the opportunity to participate in a variety of activities allowing them to develop their knowledge and understanding around different cultures, traditions, family backgrounds and experiences.
- Encourage children to express themselves as freely as possible, both verbally and through their play and the experiences offered.
- Encourage children to respect and value each other's differences. This will include embedding the British Values in all that we do (see appendix).
- Encourage children to interact and play with each other in a positive and caring way.
- To encourage every child to have a voice and from this positively work with the child's interests.

### This Policy will support families in the following ways

- All families using the services will be valued and respected and treated in a non-judgemental way.
- First languages and regional dialects will be valued, respected and supported.
- Staff will respect individual parents, parenting values and be open to learning about different cultural and religious practices and offer support and guidance as necessary.
- All parents and carers will be encouraged to respect and value one another.
- Parents and carers will receive regular updates on their child's progress and will always be kept informed on any issues arising.
- Staff will work in partnership with parents and carers, who will be valued as their child's first educator.

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- Parents and carers will be encouraged to communicate anything they feel relevant to staff.
- All parents and carers will be informed of the complaints procedure which will be available on request.

### This Policy will support staff, students and volunteers in the following ways

- The Children and Family Services staff will acknowledge each child's individual needs and provide the appropriate resources, stimulation, challenges and support through working in partnership with parents and carers. It is part of their duty to inform senior staff if provisions are limited or inadequate to support any child/ren to allow the right support to be given.
- All staff will follow anti-discriminatory practice in their work with all children and their families and towards each other.
- All individuals working for Children and Family Services have the duty to challenge any discriminatory incidents and report it to the Manager or Deputy Manager who will act accordingly.
- All staff will promote positive non-stereotypical images in displays and activities.
- All staff will ensure that activities are planned to include all children and where appropriate families and carers, taking into consideration the abilities and needs of the group of the people involved.
- All staff will have an induction and where necessary attend training to set in context the importance of Equality, Diversity and Inclusion issues.
- All staff will be required to attend staff meetings, room meetings and any other meetings as required to ensure there is an open and equal forum.
- All staff will respect, value and support every individual in a non-discriminatory manner in the setting e.g., children, parents, carers, visitors and colleagues. If any individual is found to have breached this in any way, it may result in disciplinary action.

### Resources

- Resources will positively reflect our diverse society, gender roles and disabilities.
- Toys, books and equipment will be regularly monitored to ensure it reflects equalities issues.
- The Board of Trustees will work with staff in ensuring there are funds in the annual budget to purchase resources to promote positive images and to develop areas.

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### Publicity and information

- Publicity will be in an accessible format using non-stereotypical images.
- We will aim to convey relevant publicity materials to all families in and around the area.
- Activities will be advertised giving clear information about what is taking place, who it is for and how they can access it.
- The staff team will ensure that displays reflect the work of every child.

### Monitoring

Through reflective practice and self-evaluation, we will review our procedures and practice accordingly on a regular basis to identify areas for improvement and action.

### Children and Family Services Policies

Our Policies can be viewed on our website or hard copies are available within the setting. Copies can be made available or emailed on request, please let a staff member know if you would like to discuss this or any of our policies.

### The Equality Act 2010

The Act brings together for the first time all the legal requirements on equality that the private, public and voluntary sectors need to follow. It affects equality law at work and in delivering all sorts of services. It replaces all the existing equality law including:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995

### The Protected Characteristics: key points

The Act protects individuals and groups from discrimination based on their “protected characteristics”. There are nine protected characteristics, and they vary slightly in their bearing according to whether a person is using a service or at work:

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1. Age
2. Disability
3. Gender Reassignment
4. Marriage and Civil Partnership
5. Pregnancy and Maternity
6. Race
7. Religion or Belief
8. Sex
9. Sexual Orientation

If further information is required on any of the characteristics, please ask a member of the senior staff team.

**Our aim is to meet the needs of all children, families, visitors and colleagues. Equality, Diversity and Inclusion is a high priority to all of us. If you have any concerns with regards to equalities issues, please share these with a member of staff. We will acknowledge your concerns and take any action deemed necessary. This policy works in conjunction with our Special Educational Needs and Disability policy and the Fundamental British Values.**

The named Equality, Diversity and Inclusion Officer is Laura Usher

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### **Fundamental British Values & Children's Rights**

#### **DEMOCRACY: Making decisions together**

We need to:

Support the decisions that children make (their views count).  
 Provide activities that involve turn-taking, sharing and collaboration.  
 Give children opportunities to develop enquiring minds in an atmosphere where questions are valued.

#### **HOW ARE CHILDREN'S RIGHTS SUPPORTED IN THIS AREA?**

Children are encouraged to have a voice.  
 Children's opinions are sought.  
 Children are supported with their interests via planning, given choices and independent play.  
 Children can be creative, problem solve and work safely through challenges and risks.  
 Partnership working with children's main carers to support children's on-going development and interests.

#### **MUTUAL RESPECT AND TOLERANCE: Treat others as you want to be treated**

We need to:

Create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children engage with the wider community.

Allow children to acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences

Encourage and explain the importance of tolerant behaviours such as respecting other's opinions.

#### **HOW ARE CHILDREN'S RIGHTS SUPPORTED IN THIS AREA?**

All children will have a voice and are valued.  
 All children will be respected as individuals, equally and fairly.  
 All children will be given the same opportunities to learn, thrive and develop.  
 Children's family life and experiences will be respected and taken into consideration in all aspects of their learning.  
 All children will be supported in understanding the differences in appropriate and inappropriate behaviours.  
 Children's well-being, care and safety will be at the centre of all that we do.  
 We will value the community we live in by celebrating festivals, have a range of inclusive resources, have accessible resources etc.  
 We will work in partnership with families to support all transitions.

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### **INDIVIDUAL LIBERTY: Freedom for all**

#### We need to:

Support children in developing a positive sense of themselves.

Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.

Encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

### **HOW ARE CHILDREN'S RIGHTS SUPPORTED IN THIS AREA?**

Children will be continually encouraged to have a positive image of themselves and a 'can do' attitude.

Children will be encouraged to have a voice allowing them to be proud of who they are and what they can do.

Children will be praised at every opportunity allowing them to be proud of all their achievements. Adults will be role models to the children by creating a 'language rich' environment and encouraging them to use words in an expressive/creative way.

All children will be allocated a key person allowing them individual time and care where they are responded to individually.

Children will be supported in their choice of learning allowing them to be free and confident learners.

### **RULE OF LAW: Understanding rules matter**

#### We need to:

Collaborate with children to create the rules and the codes of behaviour.

Ensure that children understand their own and others' behaviour and its consequences.

Learn to distinguish right from wrong and encourage and support children in making 'good' choices.

### **HOW ARE CHILDREN'S RIGHTS SUPPORTED IN THIS AREA?**

Children help create the 'Golden Rules' allowing them to take ownership of what is and isn't appropriate behaviour.

Children and staff support each other with the 'Garden Safety Rules' which reminds children the dangers they may come across.

Resources and discussions allow children to understand right from wrong e.g. stories, scenarios of what has happened etc.

Staff are aware that they are role models and therefore acknowledge that positive behaviour and good manners is important at all times.

Rules are shared with parents/carers allowing consistency in what is shared with the children.

Staff question/talk to children in a way that allows children to reflect on inappropriate behaviours allowing them to think about right and wrong behaviours and consequences.

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