



Equality & Diversity

At Clare House we believe in the unique value of every child and is therefore committed to meeting each child's individual needs. We will do our best to provide equal opportunities for all children and families who come to our setting, as well as promoting equal opportunities in our employment practices.

Our Nursery is committed to taking positive and proactive steps to ensure that we provide a safe and caring environment, free from discrimination and welcoming to everyone in our community.

We understand that inequalities persist in society, having far-reaching effects on children's education, health and life chances. We understand that early years practitioners have a vital role to play in explicitly challenging all forms of discrimination and prejudice.

We have made a commitment to valuing and respecting the diversity of individuals, families and communities, and believe that this sits at the heart of our early years practice. In doing so, we will meet the Equality Act 2010 requirement that no child or family is discriminated against in terms of the protected characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership.

At Clare house we encourage reflective practice. Staff teams are given time to discuss issues relating to inclusion and equalities. With management support individuals are expected to reflect on how their own views and prejudices may impact on their practice, think through concerns including possible conflicts as they arise. As a whole team we consider how our individual and collective views may differ with those that children may encounter at home. We expect our staff to challenge stereotypes and misunderstandings as they arise in play, conversation, books or other including contexts— whether about communities, families, languages, gender, special educational needs, disabilities, race.

As we understand that by becoming aware of and challenging any bias or misconceptions, practitioners can work with families in an equal partnership that requires actively listening to the realities, experiences and perspectives of each individual.

Creating an ethos of equality involves being aware of how all the practices and environments in our setting appear through the lens of each unique child.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2. Inclusive Practice 1.3 Keeping Safe	2.3 Supporting Learning 2.4 Key Person	3.2 Supporting every child	4.4 Areas of learning and development

The legal framework for this policy and procedure is based on:

- the Equal Pay Act 1970
- the Sex Discrimination Act 1975
- the Race Relations Act 1976
- the Disability Discrimination Act 1995
- the Employment Equality (Religion or Belief) Regulations 2003
- the Employment Equality (Age) Regulations 2006
- the Equality Act 2006, Part 2
- the Equality Act (Sexual Orientation) Regulations 2007
- Children Act 1989
- Education Act 1996
- Special Educational Needs and Disability Code of Practice 2014
- Special Education Needs and Disability Regulations 2014
- Children and Families Act 2014
- The Statutory Framework for the Early Years Foundation Stage
- Safeguarding Disabled Children-practice guidance 2009
- Childcare Act 2006
- Equality Act 2010

British Values are defined as the following:

- **Democracy**
A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.
- **The rule of law**
The need for rules to make a happy, safe and secure environment to live and work.
- **Individual liberty**
Protection of your rights and the rights of others around you.

- **Mutual respect & tolerance of different faiths and beliefs**

Understanding that we all don't share the same beliefs and values. Respecting those values, ideas and beliefs of others whilst not imposing our own onto them.

The Nursery's equal opportunities procedures aim to:

- help everyone involved in the Nursery to counteract and eliminate both direct and indirect discrimination in decision-making, employment practices and service provision and to ensure that our services strive to achieve equality of opportunity for all.
- provide a welcoming caring and accessible environment that promotes and reflects the cultural and social diversity of our wider community. We invite parents to share their cultures and festivals within the Nursery if they wish.
- recognise that achieving the objectives of our Equality and Diversity Policy relies on the active involvement of parents/carers, as set out in the Partnership with Parents/Carers policy. As such, the Nursery will both welcome and encourage parents and carers to get involved in the running and management of the Nursery, and to comment on the effectiveness of all its policies and procedures.
- facilitate regular opportunities for consultation with parents/carers about the service that the Nursery provides, as a means of monitoring the effectiveness of its Equality and Diversity Policy.
- recognise and respond to the needs of all the children, and by observation and assessment, make additional provision for those who have special educational needs or disabilities which may require personalised support or provision. In order to keep this in mind we have a policy for Special Needs and a designated SENCO on the staff.

Nursery Staff are committed to:

- Promoting understanding, respect and awareness of diversity and equal opportunities issues in planning and implementing the Nursery's programme of activities and resources that we provide.
- Ensuring children can 'see themselves and their families' in the nursery environment.
- Celebrating cultural identity and expressing religious diversity by providing a wide range of appropriate resources and activities. We will try to ensure that children are able to see representation of someone who "looks like me", or "has a family structure like mine", or "lives somewhere like where I live", etc.

Children absorb and develop ideas of what is possible for themselves from the images and materials around them, such as:

- photographs of the children themselves (where acceptable to the families).
- books, posters, small world play materials that depict and enable acting out a range of identities which actively challenge stereotypical representations and avoid tokenism.
- representation of different races, disabilities, ages, types of families including single parents, same-sex parents, grandparents raising children.

- role-play clothing that allows children to play in gender-flexible ways and reflects diverse cultures, and household items reflecting various cultures and communities.

The nursery aims to provide positive non-stereotyping information and role model behaviour about gender roles, diverse ethnic and cultural groups and people with disabilities. We:

- positively reflect the widest possible range of communities in the choice of resources; and avoid stereotypes or derogatory images in the selection of books and other visual materials. We will promote good relations with people of all cultures, in our play, stories, our group times and our behaviour.
- endeavour to create an environment of mutual respect and tolerance and help children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- are committed to delivering an education that promotes and fosters the positive use of language, and will not allow derogatory name-calling or abusive language of any kind.
- understand that children have their own feelings about their lives and their identity, their voice should be central and their funds of knowledge respected. Actively encouraging home stories and valuing family ways of being supports children to develop a positive self-identity.
- will challenge and take action against any offensive or discriminatory behaviour, language or attitudes with regards to race, colour, ethnicity, nationality, social background, religion, culture, gender, language, sexual/gender orientation, disability and age. We do not shy away from these conversations and instead challenge the effects of prejudice and discrimination.
- ensure that the activities offered are inclusive of all children.
- work in partnership with parents/carers to ensure that the medical, cultural and dietary needs of children are met.
- encourage and support staff to act as positive role models to children by displaying and promoting tolerant and respectful behaviour, language and attitudes and we challenge and take action against any discriminatory incident, according to the provisions set out in the disciplinary procedures within the Staffing Policy and the Promoting positive Behaviour Policy.
- aim to complete additional training to ensure that we have up to date knowledge to ensure that our terminology is used correctly.

In terms of gender and sexual orientation, young children can develop stereotypical ideas about how they should be and who they should become which can limit their potential. It is important that we are able to use our resources wisely to ensure that we avoid any stereotypical depictions of people.

Admissions

- We ensure that our services are open and available to all parents/carers and children in the local community.
- We reflect the diversity of members of our community in our publicity and promotional materials.
- We ensure that issues of race, colour, ethnicity, nationality, social background, religion, culture, language, Gender/sexual orientation and disability do not inhibit a child from accessing the Nursery's services.

- We treat all children and their parents/carers with equal concern and value.

English as an Additional Language

We will value linguistic diversity and seek support for children and parents as required. We understand that young bilingual learners need time to observe, tune into the new language and try out things that are unfamiliar to them. The setting will try to provide information in languages that reflect the needs of our families who speak English as an additional language.

Alongside valuing parent's home language, we will provide a range of meaningful contexts in which children have opportunities to develop English. English will be crucial as the language they use to access learning.

Employment and staffing

As an Equal Opportunities provider, we ensure that the Nursery's recruitment policies and procedures are open, fair and non-discriminatory and it is our policy to recruit the best person for the role and this will be the only criterion for appointment. Once appointed, each employee will be fairly treated, and encouraged to develop professionally as far as he/she is able. We:

- endeavour to recruit a staff team who can help us deliver a service that reflects our opening statement.
- ensure that all members of staff are aware of, and understand, this Equality and Diversity policy.
- seek out training opportunities for staff and volunteers to enable them to develop anti discriminatory and inclusive practices, which enable all children to flourish
- take action against any member of staff found to be acting, or have been acting, in a discriminatory way, according to the provisions of the disciplinary procedures within the Staffing Policy.

Staff Training

We have the opportunity to access termly training and updates from the Early Years Community Team.

Staff will be encouraged to attend training opportunities to support their awareness and understanding of equality and diversity.

The setting SENCO will attend training respecting Special Educational Needs and Disability and the Code of Practice.

Staff will have equal access to relevant training to ensure professional development.

All the Nursery's policies and procedures will be kept under review to ensure they do not operate in a discriminatory manner or in any way against its commitment to equal opportunities.

We will regularly review and monitor this policy and our practice to ensure that we are fully implementing the policy for Equality of Opportunities and SEND. We will continue to monitor the effectiveness of the policies and update annually or as and when deemed necessary.

We strive to support children to embrace and celebrate differences between them, their families and others is a crucial part of doing equalities work and fostering inclusive practice.
We are proud to support all communities and we welcome everyone.

