

Equal Opportunities



Valuing diversity and promoting equality

We are dedicated to provide settings that are fully inclusive in meeting the needs of all children and families. We recognise that children and their families come from different backgrounds and have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children are brought up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins; while others may be more removed from close kin, or may live with other relatives or foster carers.

Some children have needs that originate from disability or impairment, or may have parents that are affected by disability or impairment. Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, the way they speak, their religious/belief background, their gender or their impairment.

We understand that these factors affect the well-being of children and can impact on their learning and achievements. Our settings is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

We aim to:

- provide a secure and accessible environment in which all of our children can flourish and in which all contributions are considered and valued
- provide positive non-stereotyping information about gender roles, diverse family structures, diverse ethnic and cultural groups and disabled people;
- include and value the contribution of all families to our understanding of equality and diversity;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- challenge and eliminate discriminatory actions;
- make inclusion a thread that runs through all of the activities of the setting

Co-ordinator role:

The Equal opportunities co-ordinator is responsible for:

- Ensuring staff are made aware of the policy and procedures in place e.g. newly appointed staff, students, temp staff and volunteers.
- Record any racist incidents and observe our setting for any negative patterns of behaviour.
- Promoting and monitoring the ethos of the setting.

Procedures

Admissions

Our setting is open to all members of the community and those who are not.

- We advert through posters, leaflets, our website and Facebook
- We would seek support to provide information in as many languages as possible if required.
- We ensure that all parents/carers 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 a protected characteristic as defined by the Equalities Act (2010).

This includes disability, race, gender, religion or belief, sexual orientation, age and marriage/unmarried and civil partnerships

- We do not discriminate against children with a disability or refuse children entry to our settings for reasons relating to disability
- We develop an individual plan to ensure that people with impairments can take part in all activities offered in the settings.
- We take action against any discriminatory behaviour by staff or parents/carers whether by a direct discrimination, indirect discrimination, association and perception.
- Displaying of openly discriminatory and possibly offensive materials, name calling or threatening behaviour are unacceptable on, or around the setting this will be dealt with immediately and discreetly by asking the person to stop using the unacceptable behaviour and inviting them to read and adhere to the relevant policy statement and procedure. Failure to do so may lead to the person being excluded from the setting.

Employment

- All posts are posted internal and external. All applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are always opened to all.
- The applicant who best meets the criteria is offered the post, subject to references and checks by Disclosure and Barring Service. Enabling us to provide a fairness in the selection process
- All job descriptions include responsibility to promoting equality and recognising and respecting diversity as part of their job role.
- Our application process is monitored to ensure it is fair and accessible to all.

Training

- All staff have the opportunity to access all training offered by Bedford Borough including Equal Opportunities.
- We review our practices to ensure that we are fully implementing our Equal Opportunities Policy.

Curriculum

The curriculum offered in the settings encourages children to develop positive attitudes about themselves and others who are different from themselves, it also encourages children to empathise with others and to develop the skills of critical thinking. Our settings are both accessible for all visitors we are able to make reasonable adjustments to accommodate the needs of children and adults with disability.

We do this by:

- Making children feel valued and good about themselves and others.
- Making adjustments to the environment and resources to accommodate a wide range of learning whether it be physical and sensory impairments.
- Ensuring the children have equality of access to learning
- Making appropriate resources available to help within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities. This can be achieved by recognising the different learning styles of each child.
- Positively reflecting the widest possible range of family backgrounds in the choice of resources books, role play, dolls and equipment.
- Having non stereotypes images in the selection of books and other visual materials
- We celebrate a wide range of festivals which all parents are asked for permission to part take in all festivals when they register with us.
- Creating an environment of mutual respect and tolerance
- Help the children to understand that discriminatory behaviour and remarks are hurtful and unacceptable
- Individualize the curriculum to meet children's special educational needs 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 development and the maintenance of their home languages

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families
- We encourage children to tell and talk about their everyday life in the setting and out.
- We encourage all parents and carers to take part in the development and contribute fully in the child's learning
- Families who speak languages in addition to English we will develop ways to ensure their full inclusion
- We offer payment plans and support for all families

Food

- We work together with parents to ensure that dietary requirements of children that occur from their medical, religious or cultural needs are met
- We encourage children to learn about a range of foods, and of cultural approaches to mealtimes and eating and to respect the differences among them

Monitoring and Reviewing

So that our policies and procedures remain effective we monitor and review them annually as a team to ensure our strategies meets the overall aims to promote equality, inclusion and to value diversity.

Legal framework

The Equality Act (2010)

Children Act (1989) & (2004)

Special Educational Needs and Disability Act (2001)