

## **Equality, Diversity and Inclusion Policy**

The Government has reinforced the need to promote the fundamental British values within education. These values underpin good inclusive practice and are essential to guiding children to be compassionate, considerate adults who form part of a fair and equal society.

Named staff member for Equality and Inclusion Co-ordinator (ENCo): **Louise Hale**

The Beehive Day Nursery takes great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. The Beehive is committed to an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are encouraged to engage with the wider community. The Beehive also ensures that children with disabilities or a Special Educational Need will not be treated less favourable than those without. 'Reasonable adjustments' will be made to enable children with a disability to participate. We value diversity by providing equality of opportunity and anti-discriminatory practice for all children and families. Children at our setting will all be treated with equal concern, taking care to promote the opportunities and progress of one child as you do for any other child.

### **We aim to:**

- Provide a secure environment in which all our children can flourish and in which all contributions are valued.
- Show mutual respect and tolerance, treating others as we would want to be treated.
- 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 which runs through all of the activities of the setting.

### **The legal framework for this policy is based on:**

- Equality Act 2010
- Children Act 1989 and 2004
- Care standards Act 2002
- Childcare Act 2006
- 0-25 Special Educational Needs and Disability Code of Practice.
- Children (Scotland) Act 1995
- Special Educational Needs and Disability Act 2001
- Race Relations (Amendment) Act 2000
- Convention on the Rights of a Child (UN, 1989)
- The Human Rights Act 1998
- Sex Discrimination Act
- Disability Discrimination Act (1995)
- Prevent Duty (Section 26 of the Counter-Terrorism and Security Act 2015).

The Equality Act (2010) has nine protected characteristics; Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex, Sexual orientation.

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**Updated:** April 2018

**Review date:** April 2019

### **Admissions:**

- Our setting is open to all members of the community.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We can provide information in different languages as needed.
- We base our admissions policy on a fair system.
- 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 ensure that all parents are made aware of our Equality and Inclusion policy.
- We develop an SEN support plan alongside an individual risk assessment to ensure that people with disabilities can participate fully in nursery life and engage with the Early Years curriculum.

### **Access**

The Beehive Day Nursery is all on one level which promotes the ease of access for all children, their parents, carers, staff and visitors. We have wide level entry doors, an accessible toilet, and an inclusive approach.

### **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 Race Relations Act (2000) 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 (DBS). This ensures fairness in the selection process. All job descriptions include a commitment to equality and inclusion as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

### **Training**

We seek out training opportunities for staff and volunteers to enable them to develop practice which enables all children to flourish. We review our practice to ensure that we are fully implementing our policy for equality, diversity and inclusion. Management partake in training which includes the ENCo and SENCo lead courses. Staff receive annual safeguarding updates alongside a 'whole staff' approach to use Somerset Total Communication signing and symbols.

### **Curriculum**

The curriculum offered in the setting encourages children to develop positive attitudes 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:**

- Ensuring children feel valued and have positive self worth.
- Providing equality of access to learning, we recognise the different learning styles of each child and make appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities.
- Reflecting the widest possible range of communities in the choice of resources.

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- Avoiding stereotypes or derogatory images in the selection of materials.
- Celebrating a wide range of festivals as appropriate.
- Creating an environment of mutual respect and tolerance.
- Having an understanding that behaviour that includes prejudice is a choice and not acceptable. We help children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Providing a curriculum that is inclusive of children with special educational needs and children with disabilities. We evaluate our activities to assess the impact on children and their families.
- Supporting children with English as an Additional Language (EAL) to successfully access the curriculum.

**Valuing Diversity in Families**

- We welcome the diversity of family life and work with all families. During our induction process we gather information relating to a child's culture/religion and language.
- We encourage children to contribute stories of their everyday life into the setting.
- We encourage parents/carers to contribute to their child's learning and development by using our 'WOW' board where parents (and staff) can put up photographs of the things their child has been doing outside of nursery. Staff then celebrate these achievements with the child at nursery.
- For families who have a first language other than English we will develop means to ensure their full inclusion, offering translated policies where possible and signposting 'Amber Translations' services as appropriate.
- We offer a flexible payment system for families of differing means.

**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, cultural approaches to mealtimes and eating and to respect the differences among them.

**Parents Discussion Group**

Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting. All of the information regarding meetings, key dates or closures is communicated in a variety of ways:

- Written (via the website, newsletters or parent's notice board)
- Verbal (via staff) and where needed, will be translated into the relevant language to ensure that all parents have access to the most up to date information.

**The recording of racial incidents**

Racial discrimination has a criminal response. If a child, parent or member of staff is harmed or offended the incident should be recorded. An incident should be recorded on the Racial Incident recording sheet which is available from [www.somerset.gov.uk](http://www.somerset.gov.uk) Support and guidance on when to fill in the form which can be discussed with Peter Newman the Senior Advisor at County Hall if needed by email [PNewman@somerset.gov.uk](mailto:PNewman@somerset.gov.uk) or 01823 355576

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Signed Nursery Director .....

Signed Nursery Manager .....

## **The Role of the ENCo**

The role of the Equality and Inclusion Co-ordinator could involve the following:

- Reporting and recording of racist incidents
- Ensuring action is taken with identified time scales
- Identifying training and training needs
- Developing, monitoring and reviewing policy
- Supporting staff and users to implement policy
- Responsibility for resources and materials that positively reflect diversity and are free from discrimination and stereotype.