



## **Equality and Inclusion**

### **Policy Statement:**

At Pegwell Bay Nursery we will ensure that our service is fully inclusive in meeting the needs of the children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. Our Nursery is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children, staff and families.

We aim to:

- Provide a secure and accessible environment in which all our children can flourish and which all contributions are considered and valued
- Include and value the contributions of all families to our understanding of equality and diversity
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people
- Improve our knowledge and understanding of issues and anti-discriminatory practice, promoting equality and valuing diversity
- Make inclusion a thread that runs through all the activities of the setting
- Ensure staff recruitment procedures are fair and non-discriminative

### **Procedures**

#### **Admissions:**

- Our Nursery is open to all members of the community
- We promote our service widely
- We reflect the diversity of our society in our publicity and promotional materials
- We provide information in clear, concise language, whether spoken or written form
- We base our admissions policy on a fair system
- We ensure we make all our parents aware of our policies and procedures
- 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 asylum seeker

- We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possible offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner

### Employment

Posts are advertised and all applicants are judged against explicit and fair criteria

Applicants are welcome from all background and posts are open to all

We may use exemption clauses in relevant legislation to enable the service to best meet the needs of the community

The applicant who is the 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

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 anti-discriminatory and inclusive practices, which enable all children to flourish.

We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.

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

### Curriculum

The curriculum offered in the Nursery 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 to begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and customers. If access to the Nursery is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of the disabled children and adults.

We do this by:

- Making children feel valued and good about themselves
- Ensuring that children have equality of access to learning
- Undertaking an access audit to establish if the setting is accessible to all children
- Making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments
- Making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g recognising the different learning styles of girls and boys
- Positively reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypes or derogatory images in selection of books or other visual materials
- Celebrating a wide range of festivals
- Creating an environment of mutual respect and tolerance
- Differentiating the curriculum to meet children's special educational needs
- 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

#### Valuing Diversity in families

We welcome diversity in 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

### Food

We work in partnership with parents to ensure that 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 their differences

### Monitoring and reviewing

To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity

We provide a complaints procedure for parents to see.

### Legal Framework

The quality Act 2006, 2010

Disability Discrimination Act (DDA) 1995, 2005

Race Relations Act 1976, 2000

Sex Discrimination Act 1975, 1984

Special Educational Needs and Disability Act 2001

Last reviewed: 04/06/2020

Next review: 04/06/2021