

Policy 9: Equality, Diversity and Inclusion Policy.

Updated February 2019

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Section 1:

What is the specific information about this policy?

What does this policy do?

This Policy ensures that the Nursery Director and staff actively promote best practice in diversity, inclusion, equality of opportunity and anti-discriminator for all children in both the Nursery Community and the wider community. Children-First are committed to ensure that all staff are aware of their duty of care and legal responsibilities noted below.

Which laws and guidelines form the framework for this Policy?

- Sex Discrimination Act 1975
- Childcare Act 2006
- Race Relations (Amendment) Act (RRAA) 2000
- Special Educational Needs and Disability Act (SENDA) 2001
- Employment Act 2002
- Disability and Discrimination Act (DDA) 2005 (Special Educational Needs Code of Practice 2002)
- The Employment Equality (Age) Regulations 2003
- Human Rights Act 1998
- Equality Act 2010
- SEND Code of Practice 2014
- Children Act 2004
- Special Educational Needs and Disability Act 2001.

What other Policies are relevant?

The following policies are relevant:

- Staff Policy – Policy 1
- Toy, Resource and Equipment Policy – Policy 2
- Mealtimes, Menus and Nutrition – Policy 8
- Behaviour Management Policy – Policy 11
- Parent Partnership Policy – Policy 12
- Data Protection Policy – Policy 14

Who does this Policy apply to?

This policy applies to the Nursery Community as an entirety. All staff, whatever their designation are included with a broader remit applying to children, parents and all visitors.

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Who has responsibility for implementing this Policy?

All staff permanent, temporary, agency, students, and visiting staff have responsibility for this policy. Staff have responsibility in bringing to the attention of the Manager any concerns relating to the implementation of this policy or breaches of the policy. Further details of staff responsibilities can be found within this policy.

Who is responsible for monitoring the Policy?

The Manager is responsible for the day to day monitoring of this policy. This will be done on an informal basis. Should concerns arise that require more formal monitoring this will be decided by the Nursery Managers. The Nursery Director will oversee policy management with the Managers.

Who is responsible for review of this Policy?

The policy must be reviewed regularly. Reviews may be required at any time in the light of new legislation, Ofsted requirements, DoE documentation, or other research or relevant publications. It is best practice that the policy be reviewed as developments occur in the Nursery. We particularly welcome comments and feedback from parents and carers in relation to this Policy.

Section 2:

What are the aims of the policy and policy statement?

What are the aims of the policy?

This Policy aims to ensure that every child at our Nursery benefits from quality care which offers equality of opportunity. This enables each child to reach their potential. The policy seeks to ensure that equality, inclusion and diversity is at the heart of Nursery life.

What is the policy statement?

Children first treat all children in our care with equal concern. Children's attitudes to themselves and others are formed in the early years. Children must be treated and respected as individuals whose needs and requirements must be understood and met. We offer anti-discriminatory practice by valuing and affirming equally all children. We respect and actively incorporate the identity of our children, parents and wider community into the Nursery. We assert the positive value, richness and diversity of the entire spectrum of cultures, genders, ethnic identities, abilities, disabilities, sexual orientations, linguistic backgrounds, races, skin colours, religions, family structure, marital status, spouse relationship status, national origins, class and age. Children will be given a realistic picture of the world they live in. Prejudices and distortions about that world will be challenged. Our policy affirms that equality is integral to high quality care, education and learning. The values deriving from different backgrounds must be recognised and respected in the daily life of the Nursery, and enhanced through experiences of other cultures, home languages, play activities, physical activities, menu planning, resources and children's identified needs.

Section 3:

What data is required by parents and carers and enrolling at the nursery?

Our Enrolment Form requests information of a child's linguistic, cultural, religious, dietary and medical requirements including allergies. This is to assist us in ensuring that all children have equal access to our services. These may be discussed with parents once the child starts at the nursery. A regular dialogue may be required. Parents may choose to exercise the right to withhold information. Any information that is withheld does neither impinge of the care, learning, health, safety or well-being of the child, nor must it affect the safe and effective running of the Nursery. The words Parent and Carer are used when requesting information. Enrolment and admissions are developed across the breadth of the local community by ensuring that advertising has a broad base. Admissions will be made on match of availability and parental requirements. Our computer database will ensure compliance.

What involvement do parents have in Nursery?

Please refer to the Parent Partnership Policy – Policy 12, which gives a details a full policy on partnership and involvement. Parental involvement is encouraged and developed in a plethora of ways including:

- parents can be offered a copy of this or any other Nursery policy
- daily handovers in the morning and evening
- parents evenings
- Opportunities to participate in activities e.g. theatre group visits.

We particularly value and welcome parents and other relatives to share cultural experiences, festivals and healthy food recipes. Where possible parents will be consulted about changes which affect their child and

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the Nursery.

How do we communicate with parents or carers who do not speak, read, or write English?

We are able to draw on the skills of some staff that may have two or more languages. In instances we use the local authority translation services or a parent may prefer to bring a relative, friend, or encourage an elder child to translate. When a child is enrolled at Children-First who has English as an additional language, we obtain 'safety' words for example, stop, hot, fire from parents and carers. This can then be used to safeguard children and prevent accidents. These words will also be written down for use on outings. Key words for settling must be used and communicated such as, toilet, hungry, sleepy, some favourite toys etc. as well as mummy, daddy etc. Photos will also be placed at strategic places in the Nursery rooms to ensure non-talkers are able to communicate their needs easily.

Section 4:

How does the curriculum support diversity, equality and inclusion?

What curriculum does the Nursery follow?

We follow the Early Years Foundation Stage, setting the standards for Learning and Development and the Safeguarding and Welfare Requirements for children from birth to five. The Characteristics of effective learning of the EYFS shape our everyday practice:

1. A Unique Child.
2. Positive Relationships.
3. Enabling Environment.
4. Learning and Development.

What about the nursery curriculum?

The curriculum must contribute in an affirming way, which has meaning for the child, every child's right to feel good about herself or himself. This ensures that children start life without distorted attitudes and have distorted attitudes challenged. The curriculum must offer positive opportunities for exploration and learning. The curriculum offers learning experiences which contribute to a positive identity for every child and encourage each child to recognise their own unique qualities and characteristics. This has a far broader base than teaching about festivals, traditions, food and clothing. The curriculum must ensure that all groups and individuals in society are presented in a positive way in a wide range of roles and with a broad variety of lifestyles and responsibilities. This will challenge stereotypes and enable all children to develop a high level of self-esteem, understanding, knowledge and value for themselves and each other. This will include a wide range of resources and learning materials being available and a diverse range of activities being planned by staff.

How does Nursery plan for the children?

All children will be respected and their individuality and potential recognised, valued and nurtured. Our planning is based on the children's individual needs and interests and appropriate next steps and targets are set up for each child. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice, discrimination and that is fully inclusive. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others. Staff ensure that when planning the curriculum and activities to deliver the curriculum they consider all aspects of this policy.

Section 5:

In what ways does Children-First ensure diversity, inclusion and equality in staff employment opportunities and promotion opportunities?

How do you ensure equality the Nursery recruitment process and team members?

Our policy statement is implicit to employment and promotion prospects and monitoring at the Nursery. We are committed to equality, diversity and inclusion in employment. Vacancies will be advertised in local job centres, Day Nurseries Website and indeed to attract members of the immediate and wider community. Job offers are made on the basis of qualifications, skills, experiences, merits and abilities suitable for the post. The principle applies in respect of all conditions of work, including pay, hours of work, shift work, recruitment, training, promotion and other entitlements. Promotion prospects will be offered to all eligible employees on the basis of their qualifications, skills, experiences, merits and abilities. Prior to new staff and students starting work at Nursery new staff are required to complete a health questionnaire. This enables the management team at that particular setting to make any reasonable adjustments, where possible, to ensure that the individual needs of the adults are met within their and our legal guidelines and rights.

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What must staff know and do?

Staff must not present narrow stereotypes, must challenge any prejudice that emerges and guide children carefully in dealing with prejudices. Staff must ensure that their expectations of children are free from any form of damaging stereotyping. Staff must be aware of and respect varying cultural norms and expectations in their interactions with children, the same must be applied to dietary requirements, allergies, medical requirements and preferences when eating with our children and discussing such things as food and meals. Staff must recognise the impact of discrimination. Staff must help all of our children reach their individual potential. Staff must recognise the importance of what is learned in childhood. Staff and Managers must monitor planning to ensure that equality, inclusion and diversity are evident and promoted within the Nursery. Senior Staff and Managers have a duty of care to ensure that individual requirements of children and their parents are considered carefully and care plans are put in place for every child who will benefit.

What training is on offer for staff?

Staff are expected to complete online equality and diversity training for all staff before they start their employment with us. This forms as part of the induction for the new staff members and can be found within their employment offers and induction packs.

Section 6:

How important are resources when promoting inclusion, diversity and equality?

How do you monitor your resources?

The highest quality resources, equipment and toys are essential. These must be acquired with particular regard to meeting the criteria for equality, diversity and inclusion. Our Toy, Resources and Equipment Policy – Policy 5 explains more about this. Resources, equipment and toys must be continually reviewed with particular regard to this.

What type of resources do nurseries use to ensure they are compliant with equality and diversity and inclusion?

In our nurseries we use a variety of different resources to ensure we are diverse throughout.

Some of these resources include:

- Dolls, books and other resources that represent families from around the world.
- Dolls, books and other resources that represent all forms of parenting.
- Dolls, books and other resources that represent people of different abilities?
- Small world toys that represent families from around the world, all forms of parenting and ability.
- Books about religions and books telling stories about celebrating religious festivals, or giving facts about religious festivals.
- Fiction and non-fiction books on disabilities and abilities and achievements.
- A very wide range of cultural items and materials from around the world.
- Books in different languages, particularly the home language of children who are attending Nursery.
- Key words from around the world on display
- Having resources that support the celebration of events and festivals from around the world and inviting parents to share these with us.
- Using our Community Playthings furniture create and support learning about festivals and lifestyles and changing these regularly reflecting this.
- Displays are changed regularly reflecting special festivals, events and learning activities which support our equality, diversity and inclusion policy.

Section 5:

How do the meals, snacks, drinks and food support this policy?

Who is responsible for overseeing the menu the food that Nursery offers the children?

Managers and chefs oversee the menus. We employ a qualified nutritionist who oversees all of the menus at each of our setting to ensure the children are receiving all of their key nutrients within meals that they enjoy with us. This ensures that the food we offer meets current standards for children's nutrition.

How does Nursery cater for everyone's needs?

Nursery has a duty of care to cater for every child's needs. We show due diligence to all needs including requirements due to cultural, religious, preference, beliefs, and anaphylaxis and allergy dietary needs. Our

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fully qualified chefs cook a variety of food to suit all children at mealtimes. Chefs happily make alternate meals if a child does not like the meal. When enrolling a child at Nursery, parents and carers complete an 'All about Me' form which they can highlight what the child can and can't have in their diet. This means our teams are briefed from the child's first day at Nursery. The Nursery uses colour coded plates to ensure there is no cross contamination for children with specific dietary requirements.

How does Nursery ensure children from a wide diversity of cultures and religions and encourage children to enjoy diverse taste, textures, ingredients and recipes?

Menus reflect the backgrounds of the children, the local and wider community and include flavours, tastes and textures from around the world. We do not serve pork or beef at Nursery, we offer the children chicken and lamb. We ensure that there is an outstanding variety of global foods, ingredients and recipes from around the world in our menus from.

Section 8:

What is an ENCO and what do they do?

The ENCO is the lead in the Nursery and the acronym stands for equality, named co-ordinator. The Equality Act 2010 places a legal responsibility on all services in receipt of public money such as the FREE to actively promote equality and eliminate discrimination. Nurseries should have an ENCO. The role of the ENCO leads on identifying all aspects of inequality and facilitates and co-ordinates work to continuously improve equality, diversity and inclusion.

Who is responsible for ensuring the ENCO is fully trained?

The Early Years Coordinator is appointed as the area ENCO and therefore has the responsibility to ensure that our Nursery ENCO's are given opportunities for training and development of procedures within the Nursery to ensure the on-going developments of equality and diversity. Managers also have responsibility. Each ENCO will attend ENCO training provided by the local authority.

What happens if we are concerned about a breach of this Policy?

Appropriate investigations and action will always be taken. Our Policy is designed to ensure that it complies with best practice, current law and registration requirements. A breach of this policy by staff is a very serious matter and may be dealt with through The Conduct Requirements and Disciplinary Procedures in the Staff Policy – Policy 1. We challenge inappropriate language and practice with children through our play policy, circle times, behaviour management, planned learning activities etc. We challenge inappropriate behaviour with parents through their contract and Partnership with Parent's Policy. Staff are monitored and trained through appraisals, training, supervisions and PIPs, contract, disciplinary procedures and mentoring. In all matters where there is a concern relating to this Policy the Nursery Director will be informed by the Nursery Manager.

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**Section 9:
Access Audit.**

General	Yes	No	Comment / Action
Does the aim of the setting fit in with the equal opportunities framework?			
Does the setting promote equality of opportunity and foster good community relations?			
Are there any aspects of the setting's function, including what is provided or accessed, that could contribute to inequality?			
Do the setting's activities impact positively upon the lives of local children and adults, including members of particular communities and groups?			
Policies and strategy	Yes	No	Comment / Action
Does the setting have an Equality Working Group?			
Does the setting have a statement (vision) on equality?			
Does the setting have an Equality Scheme or equality action plan?			

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If yes, to the above, are the scheme and plan regularly reviewed and updated?			
Does the setting have an up-to-date equal opportunities/equality and diversity policy?			
Is equality and diversity embedded into other policies?			
Are policies updated annually?			
Is an assessment carries out on policies and procedures to check their impact on equality?			
Procedures	Yes	No	Comment/Action
Does the setting have an ENCO?			
Are there clear career progression routes for all staff members?			
Does the staff team reflect local diversity?			
Are individuals from under-represented groups evident on the management team?			
Are children's views sought and used on matters relating to their care and education?			
Is data collected on diversity, and			

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used effectively to make changes in the setting?			
Does literature take into account the needs of families using English as an additional language and those with communication and literacy needs?			
Does the setting carry out regular disabled access audits?			
Are reasonable adjustments made to meet the needs of disabled users?			
Are all staff able to access equality and diversity training and do all staff and volunteers attend?			
Is the setting aware of the local Government strategy on equality?			
Does the setting distribute an annual satisfaction questionnaire to parents?			
If yes, does the questionnaire include questions on equality?			

Approach to the building	Yes	No	Comment/Action
Are there disabled parking facilities?			
Are kerbs lowered?			
Is the entrance gate wide enough for wheelchair users?			

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Are there orientation landmarks for visual impairment?			
Is the route clearly signed?			
Are support rails or resting platforms provided on inclines?			
Are all surface coverings even and non-slip?			
Are pathways clear of obstructions?			
Are all areas adequately lit?			
Do steps and handrails accompany ramps?			
Are steps suitable and highlighted for differentiation?			
Is there adequate lighting at the front and along the route of the building?			
Entrances	Yes	No	Comment/Action
If there is an entry phone/doorbell are they at a reasonable height for wheelchair users?			
Are doors easy to open and doorways wide enough for all users to pass through?			

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Are glazed doors marked for safety/visibility?			
Are door closer mechanisms appropriately adjusted (so as not to close too quickly)?			
Are door controls (handles) at a suitable height, and easy to use?			
Is the information on the welcome board in a range of formats and at an appropriate height to suit varying needs?			
Are surfaces non-slip			
Is lighting adequate?			
Is the doormat in good condition and flush with the door?			
Inside the building	Yes	No	Comment/Action
Are all floor surfaces suitable?			
Are the acoustics of the building suitable for children/adults with hearing impairments?			
Are there colour and tonal contrasts to help distinguish fixtures and fittings?			
Is there a disabled WC facility?			
Is there a handrail in one of the children's WC?			

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Are support rails available in relevant areas?			
Is the environment free from unnecessary noise?			
Are audible alarms supplemented with visual warnings?			
Are all areas in the building wide enough for adults and children using mobility equipment to maneuver?			
Are fittings fixed without dangerous edges?			
Are travel routes clutter free?			
Is lighting adequate?			

Completed by:..... **Date:**.....

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Early Years Inclusive Environments Good Practice Audit.

First impressions	Yes	No	Comment/Action
<p>Do you have "Welcome" signage that includes the home languages of the families in your setting and in your local community?</p> <p>Do the images on posters, signs and leaflets reflect diversity of ethnicity, family groups and ability?</p> <p>Are families greeted in their home language?</p> <p>Is the information that you provide written in plain English, without jargon and with visual images to support understanding</p>			
Around the setting	Yes	No	Comment/Action
<p>Do the pictures, photos and posters displayed for children reflect diversity of ethnicity, family groups and ability, and do they show people in non-stereotypical situations and roles?</p> <p>Do you have words and signs around your setting in the home languages of the children who attend and do you check with parents that these are correct and relevant?</p> <p>Do you ask bilingual parents to help to write signs in their home language? (Welcome, Goodbye)</p> <p>Do you encourage children to bring photos of their families into the setting to display and also to include in their Learning Journeys?</p>			

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Do you provide a visual timetable to support understanding of the setting's routine?			
Home corner	Yes	No	Comment/Action
Do you provide real cooking utensils and packaging for domestic play to reflect children's family lives and communities?			
Dressing up	Yes	No	Comment/Action
Do you provide non-gender specific outfits and clothing that reflects cultural background? Do you provide a variety of material lengths and prints to encourage open ended role-play?			
Dolls and small word figures	Yes	No	Comment/Action
Do you have a range of dolls and figures representing difference in ethnicity, culture, gender, age and ability? Do you provide opportunities to explore the message that families live in lots of different dwellings? (Flats, caravans/trailers)			
Books and puzzles	Yes	No	Comment/Action
Do they promote positive messages and encourage reflection about similarities and difference? Do they represent images of difference in ethnicity, culture, gender, age and ability? Do they provide images of a range of family groups and of people in non-stereotypical			

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situations and roles?			
Creative resources	Yes	No	Comment/Action
Do you always provide paper, paints, crayons and pencils in skin tone shades to ensure children are able to represent their family and friends in creative activities?			
Celebrations	Yes	No	Comment/Action
Is the celebration of festivals and special days based on those that are important to the families in your setting to ensure they are meaningful, relevant and respectful?			
Snack-time, cooking activities and meal times	Yes	No	Comment/Action
Are all staff aware of cultural and religious food observations and practices? Do you provide food that is both familiar and unfamiliar to broaden children's experiences? Do you provide the relevant food to reflect the cultural celebrations of your families?			
Music, rhyme and story time	Yes	No	Comment/Action
Do you listen to music, play instruments, sing songs and read stories that reflect the cultural backgrounds of the children in your setting? Do you use props, puppets and actions to support understanding and participation in rhymes and stories? (only 7percent of communication is verbal)			

Supporting Children with English as an Additional Language (EAL)	Yes	No	Comment/Action
Do you know the names of the languages spoken at home and by whom? Do you ask if parents/carers also read these languages?			

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<p>Do you gather a list of the important words used by the child in their home language? (Hello, Goodbye, Mummy, Daddy, thirsty, hungry, favourite things, toilet etc.)</p> <p>Do you provide dual-language books for children to take home to share with their families?</p> <p>Are parents/carers encouraged to contribute to their children's learning journeys in their home language?</p> <p>Are parents and carers invited to share information about their child's language development in their home language? (For the 2-year progress check and ongoing assessment)</p>			
Team awareness	Yes	No	Comment/Action
<p>Does all staff understand their responsibilities to be inclusive? Do they have an awareness of the Equality Act 2010 and the Protected Characteristics covered by the Act?</p> <p>Are staff encouraged to find opportunities to talk about similarity, difference and unique qualities during everyday practice?</p> <p>Has an "Equality Impact Assessment" and "Access Audit" been completed for your setting and actions identified for a "Single Equality Scheme" (Early Years Action Plan) and are all staff aware of these?</p>			

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As a team, do you treat one another with respect and value each other's diversity?			
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Completed by:..... **Date:**.....