

St. Nicholas Children's Centre Equal Opportunities Policy and Procedures

Equality Named Co-ordinator (ENCO): Laura Murkin

“The EYFS seeks to provide equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.”

AIM:

Staff at St. Nicholas Children's Centre are committed to provide equality of opportunity and anti-discriminatory practice, ensuring every child is included and supported. Our ethos is to ensure positive attitudes to diversity and difference, so that every child/adult is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability. We will provide learning opportunities for the children so that they can explore their own identity and build his/her self esteem free from attitudes which would limit their development.

We have a legal duty under the Equality Act 2010 to be inclusive and offer an inclusive provision to children and their families. The Act incorporates the Disability Discrimination Act (1995) stating that children with disabilities must not be treated less favourably than children without a disability. 'Reasonable adjustments' will be made to enable children with a disability to participate.

The facilities, equipment and access to the premises are suitable for children with disabilities where ever possible.

Children learn from an early age to value diversity in others and grow up making a positive contribution to society.

We will meet the individual needs of all children by:

- Valuing each child for whom they are and recognising differences; so they feel understood whatever their ability, ethnic background or gender.
- Valuing each child's culture by making connections between experiences at home, our setting and the wider community.

- Talking to parents and/or carers about their child's progress and development, planning appropriate support where identified.
- Delivering personalised learning, development and care to help children get the best possible start in life.

Children who have special educational needs or a disability will be included, valued and supported by identifying the need for additional support as early as possible, please refer to the Centre Special Educational Needs and Disabilities Policy

We monitor the effectiveness of my inclusive practice by:

- Listening to and valuing all children in our setting, ensuring they have a voice.
- Observing children in our setting and assessing whether the learning environment encourages inclusive practice.
- Ensuring our knowledge about different cultural groups is kept up-to date.
- Actively avoiding gender stereotyping and challenging any expression of prejudice or discrimination by children or adults.
- Gaining feedback from parents and carers through questionnaires, open weeks etc.

We promote and value diversity and difference by:

- Being positive about differences between people and support children's acceptance of difference.
- Celebrating and valuing cultural, religious and community events and experiences.
- Providing books, stories, puzzles and resources which represent children's diverse backgrounds and which avoid negative stereotypes.
- Providing positive images of all children, including disabilities.
- Supporting children's understanding of difference and empathy encouraging positive attitudes and challenge negative attitudes with the use of props such as puppets and dolls to tell stories about diverse experiences, ensuring that negative stereotyping is avoided.
- Encouraging children to talk about their own home and community life, and to find about other children's experiences.
- Strengthening the positive impressions children have of their own cultures and faiths, and those in their community, by sharing and celebrating a range of practices and special events.
- Visiting different parts of the local community.

- Providing role-play areas with a variety of resources reflecting diversity. Sharing stories that reflect the diversity of children's experiences.
- Ensuring that children learning English as an additional language have opportunities to express themselves in their home language some of the time.
- Taking reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We must also ensure that children have sufficient opportunities to learn and reach a good standard in English language.

Childcare will be accessible and inclusive by taking all reasonable steps to ensure that the needs of each child, relating to their childcare, are met; and not refuse to provide childcare or treat any child less favourably than another child due to their race, religion, home language, family background, gender or disability and/or learning difficulty.

We must consider whether a child may have a special educational need or disability which requires specialist support. We will link with, and help families to access, relevant services from other agencies as appropriate

We regularly review and evaluate the effectiveness of our inclusive practice, by gaining feedback from parents, children, staff and outside agencies.

Equality Named Co-ordinator (ENCO) Laura Murkin
Main Purpose of Role:

*To work collaboratively with colleagues to develop and enhance the anti-discriminatory, rights and equality promoting inclusive practice of all early years practitioners in the early years settings.

*To have a direct impact on equality practice, for the sake of all children, within the early years setting.

*To be accountable for co-leading, managing and developing the equality and inclusion of all children, in line with current statutory Early Years Foundation Stage, Equalities, Children's Rights and Human Rights Legislation and good practice.

*To work in collaboration with setting SENDCO to promote the delivery of multi-strand equalities for Disabled children and their families.

* To work closely with the EAL officer.

This policy states what our Nursery stands for and explains what our clients and staff are entitled to and the service we offer to the Community. We believe that when each person is valued for who they are and differences are appreciated, everyone feels included and understood, whatever their personality, age, abilities, particular requirements, gender, sexuality, religion, ethnic background or culture. We aim to ensure that all who wish to work in or help with our Nursery have an equal chance to do so. Our policy will be monitored by the Management and staff (and parents if they wish to do so) and will be reviewed annually or more regularly if necessary to make sure it reflects our Society.

Admission Our Nursery is open to every family in our Community. Please refer to the Centre Admissions Policy

Employment The Nursery will appoint the best person for each job and will fairly treat all applicants for jobs and those who are appointed. No applicant will be rejected on the grounds of age, gender, abilities, particular requirements, sexuality, religion, ethnic background or culture. Commitment to implementing the Nursery's Equal Opportunities Policy is part of the job description. Employees, students and volunteers who fail to comply may be asked to leave.

Food Nursery employs their own cook to prepare the children's meals on the premises ensuring that all dietary needs are met. Menus are thought out and planned to ensure a wide variety of tastes and flavours can be tried. There are always alternative options for children with medical and cultural needs.

Curriculum All children will be respected and their individuality and potential recognized, valued and nurtured. Activities, projects covering world wide festivals and play equipment offer children an opportunity to develop in an environment free from prejudice and discrimination. Opportunities will be given to children to explore, acknowledge and value similarities and differences between each other. Children's Cultures and beliefs are encouraged and nursery strives to provide a safe and secure environment in which all children, families, staff and visitors can feel confident and happy to be themselves.

Resources These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-racial society.

Material will be selected to help children to develop their self esteem and to respect other people by avoiding stereo-types and derogatory pictures or messages about any group of people.

Discriminatory behaviour and Remarks These are unacceptable in Nursery. Our response will aim to be sensitive to the feelings of the victim's and to help those responsible to understand and overcome their prejudices. If this cannot be achieved those adults with discriminatory behaviour will be asked to leave.

Language We will try and communicate information in as many languages as necessary. Multi-lingual families are an asset and may be asked to support other families to understand information about Nursery and to gather more general information. The nursery displays labels in various languages as well as providing newsletters in a number of languages. Dictionaries of various languages are available and nursery has a Mantra Lingua Translation pen. We have access to Language Line through Norfolk County Council.

E.A.L Officer Shannen Starkey

Nursery has an appointed E.A.L Officer to provide a supportive role to staff and families. The roles of the E.A.L officer are as follows.

- * To research cultural backgrounds of our families in order to offer equality.
- * To ensure all relevant festivals are celebrated and each child feels valued.
- * To work alongside Nursery's cook ensuring a variety of cultural snacks are being offered to all the children.
- * The E.A.L officer is responsible for introducing herself to new families and filling in relevant forms.
- * Staff will be expected to support the Officer in implementing this Policy.

“Inclusive early years practice is the development of positive attitudes, clear strategies and positive approaches towards equality within early years provision. It also means providing children with the best possible support during the fundamental years of their learning and growing so they can live a fulfilling and happy life both now and in the future.”