

## **Aclet Close Nursery School**

### **Safeguarding and Welfare Requirement: Equal Opportunities**

Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities

## **Valuing diversity and promoting equality**

### **Policy statement**

We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures.

Some children have needs that arise from disability or impairment, or may have families that are affected by disability or impairment. Some children come from families who experience social exclusion or severe hardship; some have face to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or 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 attainment. Our Nursery 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 children can flourish and in which all contributions are considered and valued;
- Include and value the contribution of all families to our understanding of equality and diversity
- Provide positive non-stereotyping information about gender roles, diverse family structures, diverse ethnic and cultural groups and disabled people
- 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; and
- Foster good relations between all communities

### **Procedures**

#### ***Admissions***

Our Nursery is open to all members of the community.

- We advertise our service widely
- We reflect the diversity of our society in our publicity and promotional materials
- We provide information in clear, concise language, whether in spoken or written form
- We provide information in as many languages as possible
- We base our Admissions Policy on a fair system

- We ensure that all parents are made aware of our Valuing Diversity and promoting Equality Policy
- We do not discriminate against a child or their family, or prevent entry to our Nursery, on the basis of a protected characteristic, as defined by the Equalities Act (2010) These are:
  - Disability
  - Race
  - Gender reassignment
  - Religion or belief
  - Sex
  - Sexual orientation
  - Age
  - Pregnancy and maternity and
  - Marriage and civil partnership
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to disability
- We ensure, wherever possible, that we have a balanced intake of boys and girls in key worker groups
- We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered
- We take action against any discriminatory behaviour by staff or Parents/Carers whether by:
  - Direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service
  - Indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English in the setting
  - Association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background or
  - Perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation because of their mannerisms or how they speak
- Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on, or around, the premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises

### ***Employment***

- Posts are advertised and 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 in relevant legislation 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 Disclosure Barring Checks. This ensures fairness in the selection process.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity 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 anti-discriminatory and inclusive practices, which enable all children to flourish
- We ensure that staff receive training in administering relevant medicines
- We review our practices to ensure that we are fully implementing our policy for Valuing diversity and Promoting Equality

### ***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 and to begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and service users. If access to the Nursery is found to treat children or adults with disabilities less favourably, then we make reasonable adjustments to accommodate their needs. We do this by:

- Making children feel valued and good about themselves and others
- Ensuring that children have equality of access to learning
- Undertaking an access audit to establish if the Nursery 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 opportunities to develop their skills and abilities
- Positively reflecting the widest range of communities in the choice of resources
- Avoiding stereotypes or derogatory images in the 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 and
- 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 the diversity of family lifestyles and work with all families
- We encourage children to contribute stories of their everyday life to the Nursery
- We encourage Parents/Carers and their families to take part in the life of the Nursery and to contribute fully
- For families who speak languages in addition to English, we will develop means to ensure their inclusion
- We offer a flexible payment system for families of differing means
- We take positive action to encourage disadvantaged and under-represented groups to use the setting

### ***Food***

- We work in partnership with Parents/Carers to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met
- We help children to learn about a range of food, and of cultural approaches to snack times and eating, and to respect the differences among them

### ***Meetings***

- Meetings are arranged to ensure that all families who wish to, may be involved in the running of the setting
- Information about meetings is communicated in a variety of ways – written, verbal and in translation – to ensure that all Parents/Carers have information about, and access to, the meetings
- Monitoring and reviewing
- So that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meet the overall aims to promote equality, inclusion and to value diversity
- We provide a complaints procedure

### ***Legal framework***

- The Equality Act (updated 2015)
- Children Act (1989) and (2004)
- SEN Code of Practice: 0 – 25 years (updated 2024)

**Date reviewed: December 2025**

**Date for next review: December 2026**