

Equality and Diversity Policy.

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them

EYFS Statutory Guidance pages 16

Our policy for Equality and Diversity: We believe:

That the nursery is committed to valuing and promoting diversity, and challenging discrimination. We believe all children and families, staff and visitors deserve to be treated with respect and dignity and have their individual needs met.

We will provide an environment which celebrates the diversity that children and their families bring to the nursery and will continually seek to further our knowledge in the understanding of equality and diversity issues.

We will make inclusion a thread which runs through all of the policies, planning, ethos and daily activities within the nursery.

Our procedures for equality and Diversity: We support this by:

- Having an admissions policy which ensures that all sections of the community, regardless of their gender, special educational needs, disabilities, background, religion, ethnicity or competence in spoken English, have equal access to the nursery environment.
- Developing action plans to ensure that children/families with disabilities can participate fully in the services offered.
- Providing information which is in clear, concise language, whether in written or spoken form, and providing information in as many languages as is appropriate. Publicity and promotional material should also reflect the diversity of members of our society.
- Recruiting staff using the recommended Safe Recruitment and Selection procedure.
- Training staff on equality and diversity issues and reviewing policy.
- Challenging discriminatory remarks and behaviour for children, parents/carers or staff (e.g. this may take the form of name calling, stereotypical remarks, threatening behaviour, racist motifs etc.).
- Providing a curriculum for the children which encourages a positive self-image and helps children develop positive attitudes towards people who are different

from themselves.

We will do this by:

- Making children feel valued.
- Ensuring children have equality of access to learning.
- Reflecting diversity in the choice of resources.
- The use of positive images in books/posters etc.
- Celebrating a wide range of festivals.
- Encouraging children to be respectful of one another and to have empathy and tolerance.
- Ensuring that the curriculum and planning reflect the individual needs of each child and their different learning styles.
- Ensuring that when English is the child's second language, adequate provision has been made to support children in their learning.
- Practitioners will value linguistic diversity and provide opportunities for children to develop and use their home language in their learning and play. Alongside support in the home language, practitioners will provide a range of meaningful contexts in which children have opportunities to develop English, as English will be crucial as the language they use to access learning as they move into the Key Stage 1 curriculum.
- Listening to children and parents/carers, asking for their opinions and acting on their input as appropriate. For example, encouraging children to contribute stories of their everyday life and involving parents/carers in the life of the setting.
- Provide food and snacks which reflect the diversity of the children.

REF: Race Relations Amendment Act 2000
Sex Discrimination Act 1986
Children Act 1989
Special Educational Needs and Disability Act 2001
Human Rights Act 1998