



## **NORTH STAR NURSERY AND HOLIDAY CLUB** **EQUALITY, DIVERSITY & INCLUSION POLICY**

### **1. Introduction**

Our setting is committed to anti-discriminatory and inclusive practice for all children, families and staff. We respect and value the diversity which exists in the wider community. We are committed to challenging attitudes that promote discrimination, ensuring respect for all and preparing all children for life in a cosmopolitan and diverse society.

The legal framework for this policy is the Equalities Act 2010, which replaces previous equality legislation Equal Pay Act 1970, Sex Discrimination Act 1976 & 1986, Disability Discrimination Act 1995 and the Race Relations Act 1976 & 2000).

The legislation provides protection against discrimination for people who share the following protected characteristics:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion and belief
8. Sex
9. Sexual Orientation

It creates a single general duty (replacing the separate duties relating to race, sex, etc.) where due regard must be given to:

- eliminating unlawful discrimination, harassment and victimisation
- advancing equality between different groups
- fostering good relations between different groups of people.

It imposes a number of specific duties such as setting measurable objectives, monitoring and reporting and incorporates race and ethnicity.

In early years settings specifically, this includes reasonable adjustments to enabling access for children with disabilities to the outdoor learning area as well as the indoor resources. The SEND Code of Practice 2014 states that to achieve better education outcomes, all children and young people should be entitled to an education that enables them to achieve. This means equal participation of children, young people and their parents in decisions being made about services, and an improvement in educational outcomes.

All staff are required to read the North Star Nursery's Equality, Diversity & Inclusion Policy during induction and to abide by it during their employment. Every member of staff is responsible for upholding the principles of the Equality, Diversity & Inclusion Policy. However, the SENDCO is the designated lead for equality and diversity within the Nursery. The name of the SENDCO is displayed on the nursery staff notice board.

## 2. Our Aims

At North Star Nursery we aim to:

- Ensure that all children and adults are encouraged and able to achieve their full potential. We provide a broad and balanced early years curriculum, accessible to all children and build on individual strengths and experiences following the EYFS framework;
- Respect and value differences between people. We welcome diversity in all children and adults. **“Diversity consists of visible and non-visible differences that will include factors such as gender, sexuality, values, age, background, race, disability, religious belief, personality and work-style. “**
- Prepare children for life in a diverse society.
- Acknowledge the existence of prejudice and take steps to prevent it. We ensure that stereotyping, prejudice, discrimination and harassment is not tolerated.
- Make our environment a place where everyone feels welcomed and valued. We promote a fully inclusive environment where all children and adults are valued and encouraged to reach their full potential. We aim to identify, understand and break down barriers to participation and belonging.
- Improve our knowledge and understanding of beliefs, cultures and disabilities. We aim to ensure all children and staff develop positive attitudes to cultural, religious and linguistic diversity.
- Access staff training when the opportunities arise and keep up to date with current initiatives.
- Work in partnership with parents, carers, the local community and professionals from Education, Health and Social Services in order to promote high expectations and true potential for each child in our care.

## 3. British Values

In 2011 the government set out the need for British Values in their Prevent Strategy. These values are defined as:

- Democracy
- The rule of law
- Individual liberty and mutual respect, and
- Tolerance of those with different faiths and beliefs.

More recently Government has reinforced the need “to create and enforce a clear and rigorous expectation to promote the fundamental British values” within education.

These values underpin good inclusive practice and are fundamental to guiding children to be compassionate, considerate adults who form part of a fair and equal society.

The promotion of fundamental British values are reflected in the Early Years Foundation Stage (EYFS) Framework. North Star Nursery aims to demonstrate these values in an age-appropriate way through management and implementation of the EYFS and policies and procedures relating to equality, behaviour and safeguarding.

#### **4. Children's Rights**

Central to all good inclusive practice are children's rights. The United Nations Convention on the Rights of the Child is an international human rights treaty which was adopted by the United Nations in 1989 and ratified in the United Kingdom in 1991. By using the principle that inclusion is a right for all children, North Star Nursery aims to make sure that every child:

- has an equal chance to learn and develop
- participates equally in activities
- is given the opportunity to communicate in their preferred format
- has their individual needs known and met
- feels safe and know they belong
- is valued as a unique individual and
- feels strong and confident about their identity.

North Star Nursery ensures that a child's right to be included is at the heart of our practice by fully implementing the Early Years Foundation Stage framework and statutory guidance.

#### **5. Ethos and Atmosphere**

The success of the nursery in achieving equality can be judged by the atmosphere within the nursery. Everyone should feel welcome, secure and confident at all times. We treat everyone with respect and with consideration of their diverse needs. We provide a welcoming atmosphere with approachable staff. We offer children a secure environment in which to explore their own culture and that of their peers. Equality is about seeing and accepting each other and all families as unique, and making sure that everything possible is done to give all children and their families the chance to develop their full potential, in an atmosphere of mutual respect.

Individuals should feel valued and able to participate in all aspects of nursery life. North Star Nursery and Holiday Club states that action will be taken against discrimination and offensive remarks will be dealt with by way of further training or disciplinary proceedings if necessary. See paragraph below – Taking Action.

We encourage parents and carers to support us in this by following the North Star Nursery Complaints Procedure as displayed on the noticeboard and on our website.

We encourage parents and carers to be aware of our Equality, Diversity & Inclusion Policy.

We regularly review our policy and practice through staff training, feedback, early years publications and with early years advisors in addition to legislation and Codes of Practice.

#### **6. Nursery and Holiday Club Admissions**

Our setting is open to all members of the community: we welcome all families equally. This policy should, however, be read in conjunction with our Allocation Policy where certain priorities are taken into account when allocating places. The Allocation Policy has due regard to the "protected characteristics" listed above.

We do not discriminate against any children, parents or carers on any grounds.

We ensure that all parents and carers are made aware of our Equality, Diversity & Inclusion Policy.

## **7. English as an Additional Language**

We support families for whom English is an additional language.

We provide information in clear, concise language, whether in spoken or written form. Where possible we may provide information in languages of our community should it be requested.

“Lack of competence in English must not be equated with learning difficulties. At the same time, when children who have English as an additional language make slow progress, it should not be assumed that their language status is the only reason, they may have learning difficulties” – (Page 46 – SEN, Code of Practice).

At an early stage assessments will be made to gain information about children’s language skills, which will form the basis of further work both in any learning difficulties and in planning additional language support (Page 46 – SEN, Code of Practice).

## **8. Employment at North Star Nursery and Holiday Club**

North Star Nursery and Holiday Club is an equal opportunities employer; posts are advertised and all participants are judged against explicit and fair criteria. All job descriptions include a commitment to equality and diversity as part of their specifications. We will consider positive action when recruiting to posts, to attract people from under-represented groups into our workforce.

Every possible step will be taken to ensure that individuals are treated equally and fairly throughout the recruitment process and that decision on recruitment, selection, training, promotion and career management are based solely on objective and job related criteria.

The application form reflects this and applicants are measured against the job specification and qualifications. i.e. their ability to do the job.

All new staff will receive an induction which includes reading policies and participating in in-house training. All staff are expected to abide by the principles of the Equality and Diversity Policy.

Should staff encounter discrimination against themselves, the grievance procedure is detailed in the staff handbook.

We seek out training opportunities for staff and volunteers to enable them to develop practices which enable all children to flourish. We review our practices to ensure that we are fully implementing our Equality and Diversity Policy. We ensure that all staff have an understanding and knowledge of equality and diversity, and the characteristics of protected groups.

We actively seek ways to counter the learning of negative attitudes and behaviour towards differences. We check that our resources reflect diversity and do not promote negative stereotypes.

## **9. Taking Action Against Discrimination**

Discrimination can take several forms:

- *Direct* - when someone is treated less favourably than another because of a protected characteristic they have or are thought to have or because they associate with someone who has a protected characteristic;
- *Indirect* - when a condition or policy applies to everyone but disadvantages people who share a protected characteristic;

- Perceptive - when someone is treated less favourably because they are thought to possess a protected characteristic – it applies even if the person does not actually possess the characteristic;
- Associative - when someone is treated less favourably because they associate with another person who possesses a protected characteristic

All staff are expected to abide by the principles of the Equality and Diversity Policy. If a member of staff fails to challenge discriminatory behaviour, then this will be investigated and appropriate action will follow, either more training and support or disciplinary action. Our silence will appear to condone the behaviour and people will assume that such behaviour is allowed – even encouraged – so take action now!

It is not acceptable to make fun of any aspect of a person's identity, such as their skin colour, their name, their disability, their gender, their religion, language/dialect/accent, etc. Anyone who breaks the rule, adult or child, should be told that we do not allow behaviour or talk like that in the nursery, and they should be helped to see how they have given offence. By supporting them with explanations (especially if it's their first time their prejudice has been challenged) rather than blaming them personally, it is more likely to help them change their ideas and behaviour.

At the same time it must be clear to people, especially to the victim of such behaviour, that we are not excusing it, that we take it very seriously and do not expect it to happen again. Whenever such an incident occurs, support for the victim comes first. We need to show we care about their feelings by saying so "I know it hurts when people call you names. He/she was wrong to say that and I will tell him/her not to do it again" – with a cuddle if appropriate.

Remarks are dealt with within a framework created by this policy and our knowledge of it to challenge discrimination and offensive attitudes.

At North Star Nursery, staff follow an agreed protocol as set out below for challenging discriminatory practice and keep records of any racist and or discriminatory incidents within our setting, verbal or physical (see incident form at Appendix 1). There is no longer a requirement to report racial incidents to the Local Authority.

All practitioners will have relevant training on ways of dealing with incidents. We understand that it is essential that young children's curiosity and questions about physical and cultural differences are not avoided, but answered simply and honestly in a way that they can understand. We aim to handle questions about difference honestly, sensitively and openly.

#### **A. HEAR**

If you hear it, don't let it pass or walk away. Challenge it.  
Practitioners must always actively intervene if children, students or staff are laughed at, called names or injured because they are different in some way.

#### **B. SUPPORT**

The victim must be given immediate comfort and the issue addressed with the perpetrator in a sensitive and supportive way immediately after the incident. It must be clearly explained to the perpetrator that what has happened is wrong and hurtful and that it will not be condoned.

#### **C. RESPOND**

Say at once that this behaviour is not allowed in the Nursery.

#### **D. INFORM**

Point out untrue statements and give correct information.

## **E. ACTION**

Anyone listening or overhearing the incident must be helped to understand that what was said or done was wrong, hurtful and unacceptable (this can be done through group circle time).

A member of the senior team will inform the parent/carer of both the perpetrator and the victim of any discriminatory incident in a non-threatening way as soon after the incident.

A report of the incident will be made along with action taken.

## **F. LONG TERM**

The nursery will work in partnership with the parents or carers in order to agree on ways of addressing any issues and avoiding a recurrence. (This may be to discuss appropriate behaviour with children, explain rules, use circle time or stories to raise cultural awareness and tolerance, puppets, role play, multicultural topic work etc.)

Any further incidents will be monitored by the manager and reported to the committee in order to establish whether there has been a reduction in discriminatory behaviour and that good practice is being followed.

The nursery will identify any future work that needs to be done with children or parents and families to ensure that what has happened does not recur. (We will seek advice from the Early Years Consultant or Children's Workforce Development Team).

## **10. Resources Supporting Equality and Diversity**

We provide a broad and balanced Early Years Foundation Stage Curriculum with regard to current statutory guidance that is supported by resources reflecting a diverse society. We endeavour to ensure that all our books, toys, puzzles, visual images and role play avoid all forms of discrimination.

The furniture, toys and equipment are all selected and purchased with the equality policy in mind. The recognised B.S.S. mark (lionmark) is enforced on equipment purchase.



### Books and Story Telling

Stories, pictures and books are purchased from suppliers who stock books which avoid all forms of discrimination and promote positive images from our world, including some with dual language and script. Stories reflect a diverse range of people, homes and families.

### Visual Images

A child's view of the world is built up from pictures on jigsaws, packaging and posters, in catalogues, magazines and other media. North Star Nursery aims to be aware of this and will promote and use visual images that respect the diversity of our world and portray positive images of people from all cultures, of any gender and with and without disabilities.

### Spoken Language

The Nursery aims that the level of noise heard should be that of fun and a busy hum by the children. This in turn enables all children to be heard and to hear. We will respect children's mother tongue and liaise with parents and other professionals on this matter and endeavour to share different forms of verbal and written communication through displays, books, equipment, etc. The use of a manual communicative system e.g. BSL or Sign Along, as well as alternative communication support for children with communication difficulties will be used via direction from the SENCO and Speech and Language Therapist.

It is important that staff are aware of the language they use whilst employed at North Star Nursery.

i.e.

|                            |     |                    |
|----------------------------|-----|--------------------|
| Do not say "Blackboard"    | say | "chalkboard"       |
| Do not say "Manhole"       | say | "inspection cover" |
| Do not say "Master copies" | say | "originals"        |
| Do not say "Fireman"       | say | "firefighter".     |

### Role Play

As a Nursery we aim to provide equipment which reflects all children's ethnicity to reinforce making them feel secure and fuel their imagination. We aim to introduce new and unfamiliar resources through a real context and engage children in discussion about them.

For example, we may use utensils from other countries, i.e. chopsticks, Asian cooking pots etc. floor cushions as well as table and chairs, representational foods – samosas as well as sausages, etc., dolls are male and female, and of diverse ethnicity.

### Dressing up

Dressing up activities are important because they offer children the opportunity to explore through play the way they see people and what it might be like to be someone other than themselves. For this reason, in Nursery the dressing up clothes we offer meet a wide range of options, clothing connected with any gender, a range of occupations and clothing from all cultures.

### Music

Songs, rhymes, music and musical instruments are from a wide range of cultures and are appropriate for children with and without disabilities.

## **11. Diets**

Food is freshly prepared on site in our kitchen on a daily basis. The menus are on a four weekly cycle for summer and winter and are displayed on our website. They are nutritionally balanced and are viewed by experts for a balanced diet.

Our main aim is that meal times should be a pleasurable and rewarding experience. We believe that food is a very important part of the day and should meet each child's nutritional, cultural and emotional needs.

Individual diets are catered for in consultation with parents and carers and, if necessary, other health professionals. We feel very strongly that we have a responsibility to honour parents' and carers' wishes and cultural requirements, such as special diets on religious or other grounds. We also feel it is vital that no child should be made to feel self-conscious about special dietary requirements, so we try to offer foods which meet all needs wherever possible.

Children are encouraged to participate in cooking and tasting dishes from various cultures.

ALL DISHES MAY CONTAIN ALLERGENS. North Star Nursery operates a Food Safety Management System and all dishes are subject to a Risk Assessment whereby all ingredients are listed and any allergens identified. These are available to view in each child's room. Alternatively, needs of any individual child may be discussed with the Nursery Cook.

This policy should be read in conjunction with the Allergy Inclusion Policy where steps are outlined with regard to meeting the needs of children with special dietary requirements.

## **12. Health Care**

North Star Nursery is supported by the Health Visiting Team to discuss general health issues and provide training which includes medical conditions and care plans. We welcome the Health Visitor of individual families to visit children in our setting and discuss individual children's needs.

### **13. Environment**

The location of the nursery is in close proximity to the Research Councils, attractive and secure, located away from major roads.

An equal opportunities approach is a continuing process, not a one-off event and has implications for the way we look at and present all play activities, all the time (see Equipment above).

See Appendix 2 to this Policy for information about the learning environment we aim to offer at North Star Nursery,

### **14. Nursery Building**

The Nursery building is purpose built. Ramps are installed where necessary and the building is all on one level. The SENDCO and outside professional agencies would be consulted to meet the diverse needs of individuals utilising the service.

### **15. Parents and Carers as Partners**

The nursery has an “ *open door* “ policy. North Star Nursery encourages parents to:-

- Acquire information about the care their child will receive at North Star Nursery and their environment through initial visits and the induction process and through continual interaction with their child’s key person and User Group Meetings.
- Meet with other parents/carers and senior staff at our bi-monthly Parents’ & Carers’ Feedback Sessions to discuss issues, i.e. changes, needs fundraising, social concerns, what is going well, what we would like to see more of, etc.
- Express their views on the care and education environment.
- Review and contribute to their child’s Learning Journey and transition forms.
- Contribute to their child’s environment. We encourage parents to share skills with staff and children.

#### **References:**

**Equalities Act 2010**

**SEND Code of Practice 2014**

[www.acas.org.uk](http://www.acas.org.uk)

[http://www.suffolklearning.co.uk/suffolklearning\\_images/users/early\\_years\\_team\\_cyp/eycguidanceforpromotingequality.pdf](http://www.suffolklearning.co.uk/suffolklearning_images/users/early_years_team_cyp/eycguidanceforpromotingequality.pdf)

**Department for Education - Early Education and Childcare – Statutory Guidance for Local Authorities September 2014** <https://www.gov.uk/government/publications/early-education-and-childcare--2>



|                       |  |
|-----------------------|--|
| This policy links to: | Accessibility Plan<br>Health and Safety Policy<br>Allocations Policy<br>Allergy Inclusion Policy<br>Food Policy<br>Asthma Policy<br>HIV and AIDS Awareness Policy<br>Special Educational Needs and Disabilities Policy<br>Positive Behaviour Management Policy<br>Communications Policy<br>Confidentiality Policy<br>Safeguarding and Child Protection Policy<br>Parent Partnership<br>Staff Induction<br>Staff Training<br>Staff Handbook<br>Complaints Procedure |
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| <b>Policy Review History</b> |     |
|------------------------------|-----|
| November 2007                |     |
| May 2009                     |     |
| February 2011                | v.1 |
| August 2015                  | v.2 |
| August 2017                  | v.3 |
| September 2019               | v.4 |

**This policy will be reviewed in September 2021 unless a review of events, legislation or guidance from health professionals or Ofsted indicates that a review should take place sooner.**

**Signed .....** **Dated .....**

**Print .....** **Nursery Manager**

**Signed .....** **Dated .....**

**Print .....** **Reviewing Committee Member**

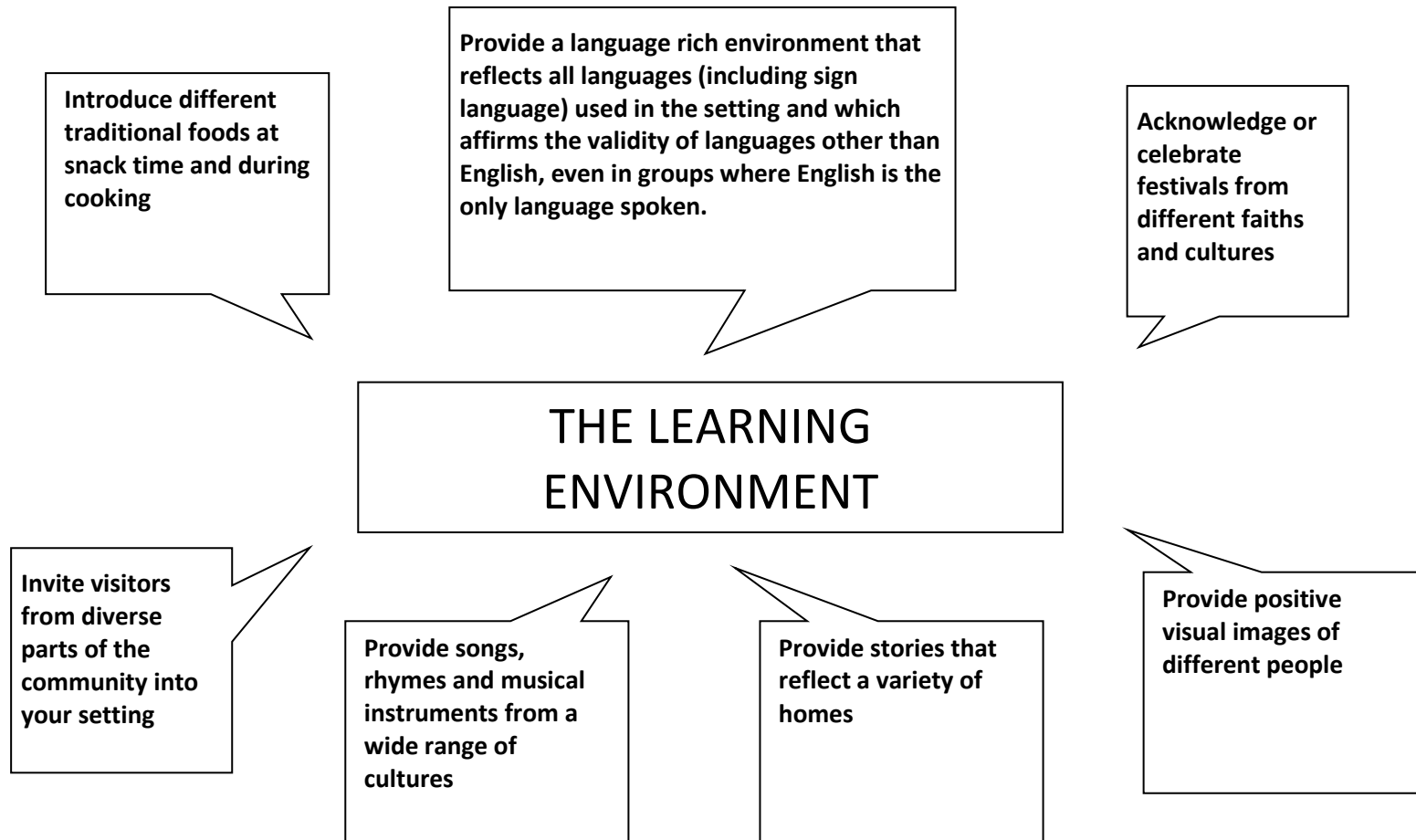


**NORTH STAR NURSERY AND HOLIDAY CLUB**  
**EQUALITY, DIVERSITY & INCLUSION INCIDENT FORM**

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|--|
| Time and date of incident or concern   |
| Location   |
| Names of those involved (indicate whether they are staff, children, parents, students, etc.)<br><br>Victim(s):<br><br><br>Perpetrator(s):<br><br><br>Witnesses:      |
| Brief account of incident or concern, stating the nature of the abuse/discrimination, e.g. name-calling, teasing, mimicking, refusal to work/play with a child, etc. |
| Action taken   |

|   |          |
|---|----------|
| If relevant, were the child's parents informed?   | YES / NO |
| Is a formal investigation needed?                 | YES / NO |
| Is further advice and help required from the LEA? | YES / NO |

|                     |          |
|---------------------|----------|
| Signed              | Position |
| Print name          | Date     |
| Manager's signature | Date     |



**Guidance for Promoting Equalities in Early Years and Childcare –**

[http://www.suffolklearning.co.uk/suffolklearning\\_images/users/early\\_years\\_team\\_cyp/eycguidanceforpromotingequality.pdf](http://www.suffolklearning.co.uk/suffolklearning_images/users/early_years_team_cyp/eycguidanceforpromotingequality.pdf)