

Equal Opportunities Policy



Policy statement

ACE is committed to promoting equality of opportunity for all. We seek to challenge prejudice and discrimination in an environment which promotes British and other values, giving children and their families a sense of belonging. We recognise each child is unique and we aim to meet their individual needs for them to achieve their full potential. We promote and encourage positive attitudes and relationships between all our children, families and the wider community.

The diversity of families in our setting - Our demographic statement

ACE Day Nursery is registered for **17** children and currently has **32** on roll. We have **13** boys and **19** girls, with **37.5 %** of these children being born in the summer months. The setting's intake is predominately white British but there has been an increase in children from minority ethnic groups, currently **31%** which is the level of children with English as an additional language. **0%** of our children have a statement of educational needs, **0%** of our children are SEND. By publishing this information, we demonstrate our commitment to the specific duty of the Equality Act 2010.

Recognising and respecting difference and diversity

At ACE our policies, procedures and activities promote equality and we challenge discriminatory behaviour and language. Considering different life experiences, the diverse nature of families, backgrounds and individual needs.

Religious beliefs and practices of all staff, children and families will be respectively observed whenever possible. A few examples of how we do this are:

- *offering a range of different foods on our menus
- *staff using simple makaton signs
- *families sharing their own interests and skills via activities/play
- *staff speaking key words in children's home languages
- *displays showing celebrations and children's home languages

Admissions and transitions

We review our admissions policy regularly and encourage maximum participation of all community groups by offering admission to children of families irrespective of where they live, their cultural background or family unit. ACE aims to fully support all transition phases and understand that different children and their families will need different levels of support to achieve smooth transitions.

Communication and information

We value and respect all communication with children, parents/carers, staff and other professionals. We endeavour to listen and schedule meetings at accessible and convenient times.

We aim to make information accessible to families using a range of formats including verbal, visual, clear written information and translated materials when appropriate.

We aim to ensure the content of this policy is known to all staff, parents and carers by having copies available in the setting, including it as part of staff induction and displaying it on our website. We will share the names of our Special Educational Needs co-ordinator and Equal Opportunities co-ordinator with families. We provide a complaints procedure as part of our policy document and a complaints summary record for families is available upon request.

Resources, activities and the ACE environment

We aim to promote an inclusive ethos and offer children a range of relevant resources that positively reflect diversity, as well as suitable activities that reflect their interests. We make reasonable adjustments to ensure planning reflects equality of access to resources and activities for all children, including those with special educational needs and those who speak English as an additional language. We encourage children who can, to speak their home language as we understand the value that this has in contributing to a positive sense of identity, learning and general linguistic development.

Staff

We ensure all staff receive appropriate training and opportunities for professional development to enable them to learn and develop anti-discriminatory and inclusive practices.

We ensure staff are confident and fully trained to meet the individual needs of the children e.g. in administering medicines and performing intimate care procedures when these are needed.

Employment and staffing

- * Posts are advertised, and all applicants are judged against explicit and fair criteria
- * Applicants are welcomed from all backgrounds
- * All job descriptions include the promotion of equality as part of their specifications

Designated roles and responsibilities

- * Our designated person for Special Educational Needs (SEN) is Sarah Piotrowski. Sarah co-ordinates the provision for children with SEN, works in partnership with parents, staff and external agencies and ensures appropriate record keeping procedures are in place.
- * Our designated person for Equal Opportunities is Jo Adamnate. Jo co-ordinates the development of equalities provision throughout ACE Day Nursery.

Incidents

ACE is opposed to all forms of prejudice and will act against discriminatory behaviour (including that of staff, parents/carers, children and any visitors to our setting).

ACE aims to foster a culture where prejudice related incidents are proactively dealt with and reported. We will follow the guidance in the staff equalities handbook regarding prejudice related incidents. We keep a record of prejudice related incidents.

Narrowing the gap

ACE identifies the vulnerable and underachieving groups within our setting by completing termly tracking documents, we then put into place strategies to help close the gap in achievement.

SEN is a recognised vulnerable group and at ACE we understand the need for early identification and assessment; we work closely with families offering a differentiated curriculum, targeted learning and development to improve outcomes for children with SEN.

We adhere to the Special Educational Needs and Disability Code of practice: 0 to 25 years January 2015 and seek further support via the Early Help Hub for early support when appropriate.

Meeting the specific duties of the Equality Act 2010

ACE acknowledge our commitment to the specific duties under the Equality Act 2010. We publish equalities information about our setting on our website and we regularly evaluate our provision with an equality focus.

Monitoring and review

We review our equalities policy on an annual basis. The policy is shared with staff and the parents' committee, allowing everyone the opportunity to suggest ideas.

Copies of the policy can be found on the website, entrance area and in the staffroom.

ACE's Statement Regarding the Prevent Duty

All settings have a duty to protect children at risk of radicalisation. The Department for Education Guidance in relation to this duty states:

"In order for schools and childcare providers to fulfil the Prevent Duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. Schools and childcare providers can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views"

If you would like to find out more about *Prevent*, you can read the departmental advice in full by following this link:

www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

As a nursery, we support and actively promote the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These are the fundamental values of Britain and of many other communities of the world and we are delighted that many of these communities are represented in our nursery.

These values, which are firmly embedded at ACE are promoted as follows:

* We support children's personal, social and emotional development (PSED) by giving them opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they're going to use the play resources. Children are supported to take turns, share, collaborate and make decisions together.

* Children are supported to manage their own feelings and behaviour; about learning right from wrong; about behaving within agreed and clearly defined boundaries and about dealing with the consequences.

* We focus on children's self-confidence, self-awareness, people and communities. We help children to develop a positive sense of themselves and give them time, and space to explore the language of feelings and responsibility, reflect on their differences and understand that we are all free to have different opinions.

Policy adopted: Autumn term 2018

Signed: Sarah Piotrowski

Signed: Jo Adamante

Review date: Autumn term 2019

Position: Manager and Special Educational Needs Co-ordinator

Position: Designed Equality Co-ordinator