



## Equal Opportunities Policy

### Policy statement

ACE values diversity and is committed to promoting equality of opportunity for all. We seek to challenge prejudice and discrimination in an environment which promotes 'Human Values' in society (described below), giving children, their families and staff a sense of belonging and feeling welcomed and included. We recognise each child is unique, we aim to meet their individual needs and support and guide them to achieve their full potential. We promote and encourage positive, inclusive attitudes and relationships between the children, staff, families and wider community.

### Setting ethos

Our policies, procedures and activities aim to promote positive interactions, good relationships and respect between individuals, groups and communities.

### The diversity of families and staff in our setting - Our demographic statement

ACE Day Nursery is registered to take 17 children at any one time; we currently have 24 on roll; 13 girls and 11 boys. The setting's intake is predominately white British but in recent years there has been a fluctuation in the number of children who have English as an additional language; currently 66.6%. Fewer than 5 children have a statement of educational needs. We employ 9 staff, 8 of those are teaching staff and of these, 66.6% speak English as an additional language. We collect and review this data annually to give us a comparison with previous years.

### Recognising and respecting diversity

Treating people equally does not necessarily mean treating them the same. Our policies, procedures and activities promote equality and we challenge discriminatory behaviour and language. We aim to take into account different life experiences, the diverse nature of families, their backgrounds, individual barriers and disadvantages people may face.

We respect the religious beliefs and practices of all staff, children and families, and comply with reasonable requests relating to religious observance and practice. We actively encourage staff and families to share their home traditions, special occasions and languages with the children by bringing in artefacts, photographs, reading stories and talking to us about them to widen the children's knowledge of the world.

### Admissions and transitions

We review our admissions policy annually and encourage maximum participation of all community groups by offering admission to children of families irrespective of where they live, their cultural background, family unit and will make reasonable adjustment to facilitate places for all children. ACE aims to fully support all transition phases and understands that different children and their families may require different levels of support to achieve smooth transitions.

ACE offers flexible payment systems when required and has a bursary fund which is used to support families financially in times of need.

## 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 and visual, with clearly written information.

We aim to ensure the content of this policy is known to all staff, parents and carers by including it as part of staff induction and notifying parents and carers they can find the policy on our website: [www.ace-nursery-school.org.uk](http://www.ace-nursery-school.org.uk) plus sharing the names of our Special Educational Needs and Disabilities co-ordinator and Equal Opportunities co-ordinator with families.

We provide a complaints procedure as part of our policy documents and this can also be found on our website.

## Resources

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

## Staff

Staff receive appropriate training and opportunities for professional development to enhance and develop their understanding of how to promote 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 and we aim for staffing to represent the diversity of the community.
- \* All job descriptions include the promotion of equality as part of their specifications.
- \* All interviews include at least one equality and one SEN/D question

## Designated roles and responsibilities

\* Designated Leads for Special Educational Needs and Disabilities (SEND) are **Natalie Fenn** and **Carmen Gonzalez**. Natalie and Carmen co-ordinate the provision for children with SEND, they work in partnership with parents, staff and external agencies and ensure appropriate record keeping procedures are in place.

\* Our Equalities Co-ordinator is: **Laura Cagigas**. Laura works with Virginie Ghanime who is the senior Equalities Co-ordinator at ACE Nursery School.

## Incidents

ACE is opposed to all forms of prejudice and will take prompt action against discriminatory behaviour (including that of staff, parents/carers, children and any visitors to the 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 ENCo handbook regarding prejudice related incidents.

We keep a record of prejudice related incidents and feedback anonymous data to the local authority.

## Closing the Gap

ACE aims to identify the vulnerable and underachieving groups within our setting by getting to know each child as an individual, using the 'graduated approach' (access/plan/do/review), as well as completing termly tracking documents. Using these assessment tools allows us to regularly monitor and review outcomes and if necessary, make adjustments to our practice and provision, to help 'close the gap' in achievement.

SEND (Special educational Needs and Disabilities) is a recognised vulnerable group. We understand the need for early identification and assessment; we actively seek support and advice from parents, external agencies and other relevant professionals to ensure background information about the child is recorded and updated. This allows us to put in place effective provision and appropriate targets for the child with additional needs. We work closely with families offering a differentiated curriculum and a whole-setting approach to targeted learning and development to enhance outcomes for children with SEND. We embrace the guidance as stated in the Code of Practice for SEN 2015 (updated 2020)

## Monitoring and review

The Equalities Policy is reviewed annually by the Designated Person, staff team and Parents' Committee.

## ACE's statement regarding the Prevent Duty

All schools 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](http://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 countries of the world and we are delighted that some of these are represented in our nursery.

These values, which we refer to as 'Human Values' are firmly embedded at ACE and are promoted as follows:

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

\*Children are supported to manage their own feelings and behaviours; learn right from wrong; behave within agreed and clearly defined boundaries and to deal with the consequences of their actions. **(Rule of Law)**

\* 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, reflecting on their differences and understanding that we are all free to have different opinions. **(Individual Liberty)**

\* We teach the children to treat others as we would like to be treated and how to be part of the wider community. We aim for children to appreciate and respect their own culture, the cultures of others, to form relationships and learn from others. **(Mutual Respect and Tolerance)**

**Policy adopted:** Spring term 2024

**Review date:** Spring term 2025

**Committee member included in the review:**

Julia Forman

**Signed:** *Hanna Ochalik-Baca*

**Position:** Day Nursery Manager

**Signed:** *Laura Cagigas*

**Position:** Equality Co-ordinator