



Inclusion and Equality Policy

Statement of Intent

At Safe Haven Day Nursery we takes great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. The nursery is committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs. Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy or maternity, ethnic or national origin, or political belief has no place within this nursery.

A commitment to implementing our inclusion and equality policy will form part of each employee's job description. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the *Management Team* at the earliest opportunity. Appropriate steps will then be taken to investigate the matter and if such concerns are well-founded, disciplinary action will be involved under the nursery's disciplinary policy.

The legal framework for this policy is based on:

- Special Educational Needs and Disabilities Cod of Practice 2015
- Equality Act 2010
- Children Act 2004
- Care Standards Act 2002
- Childcare Act 2006
- Special Educational Needs and Disability Act 2001.
- Children and Families Act 2014

The nursery and staff are committed to:

- Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, the nursery will ensure that no job applicant or employee will receive less favourable treatment because of age, sex, gender reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation, pregnancy or maternity which cannot be justified as being necessary for the safe and effective performance of their work or training

- Providing a childcare place, wherever possible, for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances, and the nursery's ability to provide the necessary standard of care
- Making reasonable adjustments for children with special educational needs and disabilities
- Striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families
- Providing a secure environment in which all our children can flourish and all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity
- Providing positive non-stereotypical information
- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity
- Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote and value diversity and difference, and that the policy is effective and practices are non-discriminatory
- Making inclusion a thread, which runs through the entirety of the nursery, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour (see dealing with discriminatory behaviour policy).

Admissions/service provision

The nursery is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy.

The nursery will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

Recruitment

Recruitment, promotion and other selection exercises such as redundancy selection will be conducted on the basis of merit, against objective criteria that avoid discrimination. Shortlisting should be done by more than one person if possible.

All members of the selection group will be committed to the inclusive practice set out in this policy and will have received appropriate training in this regard.

Application forms will be sent out along with a copy of the equal opportunities monitoring form. Application forms will not include questions that potentially discriminate on the grounds specified in the statement of intent.

Vacancies should generally be advertised to a diverse section of the labour market. Advertisements should avoid stereotyping or using wording that may discourage particular groups from applying.

At interview, no questions will be posed which potentially discriminate on the grounds specified in the statement of intent. All candidates will be asked the same questions and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process. Candidates will be given the opportunity to receive feedback on the reasons why they were not successful.

Although you should no longer ask any health related questions prior to offering someone work in accordance with the Equality Act 2010, the national College for Teaching and Leadership provides further guidance specific to working with children.

Providers have a responsibility to ensure that practitioners have the health and physical capacity to teach and will not put children and young people at risk of harm. The activities that a practitioner must be able to perform are set out in the Education (Health Standards England) Regulations 2003. Providers are responsible for ensuring that only practitioners who have the capacity to teach remain on the staff team.

People with disabilities or chronic illnesses may have the capacity to teach, just as those without disabilities or medical conditions may be unsuitable to teach. Further information on training to teach with a disability is available from DFE website.

Successful applicants offered a position may be asked to complete a fitness questionnaire prior to commencing the programme. Providers should not ask all-encompassing health questions but should ensure that they only ask targeted and relevant health-related questions, which are necessary to ensure that a person is able to teach.

Staff

It is the policy of Safe Haven Day Nursery not to discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. All staff are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds specified in this policy and recognise and celebrate other cultures and traditions. All staff are expected to participate in equality and inclusion training.

Staff will follow the 'whistleblowing' and 'Dealing with Discriminatory Behaviour' policy where applicable to report any discriminatory behaviours observed.

Training

Safe Haven Day Nursery recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. All new staff receives induction training including specific reference to the inclusion and equality policy. The nursery will strive towards the provision of inclusion, equality and diversity training for all staff on an annual basis.

Early learning framework

Early learning opportunities offered in the nursery encourage children to develop positive attitudes to people who are different from them. At Safe Haven Day Nursery we believe in promoting equal opportunities and value diversity in the children, parents, carers, staff, visitors, and all other people who come into our setting. We believe that all children are entitled to have equal access to a broad, balanced, relevant and differentiated curriculum. Staff strive to ensure that all children develop self-confidence and high esteem whilst learning to recognise and value differences between themselves and others. Each child should be valued as an individual and is encouraged to develop to a positive attitude to differences of race, religion, culture and language, as well as different genders and abilities. This involves giving all children a realistic picture of the World in which they live and correcting any distortions or prejudices about the World. This will encourage children to empathise with others and to begin to develop the skills of critical thinking.

We will aim to:

- Provide play materials and learning opportunities that reflect the society that we live in and the wider world around us.
- Making children feel valued and good about themselves
- Ensuring that all children have equal access to early learning and play opportunities
- Reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypical or derogatory images in the selection of materials
- Acknowledging and celebrating a wide range of religions, beliefs and festivals
- Creating an environment of mutual respect and empathy
- Helping children to understand that discriminatory behaviour and remarks are unacceptable
- Ensuring that all early learning opportunities offered are inclusive of children with learning difficulties and/or disabilities and children from disadvantaged backgrounds
- Ensuring that children whose first language is not English have full access to early learning opportunities and are supported in their learning
- Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made
- Ensuring the medical, cultural and dietary needs of children are met
- Helping children to learn about a range of food and cultural approaches to meal times and to respect the differences among them.

Information and meetings

Information about the nursery, its activities and their children's development will be given in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents can access the information they need.

Wherever possible, meetings will be arranged to give all families options to attend and contribute their ideas about the running of the nursery.

Inclusion

In order to provide an inclusive environment, help and funding is available for extra support staff to work with any children that may need additional help. This is to prevent segregation, and provide opportunities for all children.

For any information regarding Inclusion please speak to **Joanne Dwyer (Special Educational Needs Coordinator)**

Breaks in Partnership

The Breaks in Partnership Project (BTP) enables disabled children and young people aged 0 -18 throughout Nottinghamshire to access approved community based play, social and leisure facilities after school and during the school holidays. Safe Haven day Nursery offers disabled children the opportunity of a fun but safe day within our care.

For information regarding Inclusion or Breaks in Partnership project please speak to **Joanne Dwyer (Nursery Manager)**

The Equal Opportunities Coordinator is:-

Paula Black- Based in Baby Room

Signed on behalf of the nursery	Date for review
	<i>My 2017</i>