

# Equal opportunities policy

## Introduction

Salford Family Nurseries 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. Salford family nurseries have a named ENCO (Equality Named Coordinator).

The role of the ENCO is to challenge inappropriate language or actions that discriminate against individuals or groups and to ensure that the nursery environment reflects positive images and resources representing the multicultural society in which we live in giving due regard to the child's individuality, religion and culture. Helping children to recognise and celebrate similarities and differences. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the Nursery Management Team at the earliest opportunity.

## Children in our Salford Family Nurseries

All children will be respected and their individuality and potential recognised and valued. Activities and use of play equipment will offer children opportunities to develop in an environment free from prejudice and discrimination.

It is essential that we comply with cultural requirements in relation to children's diet, it is also important to share this knowledge with other children.

We shall encourage children to try foods from cultures other than their own.

Children will be given the opportunity to see that they are part of a multi-cultural society.

We promote multi-cultural awareness and inclusion by providing a variety of learning opportunities, adhering to the EYFS and Welfare Requirements.

Salford Family Nurseries will provide:

- Costumes within the dressing up area that reflect different religions and ethnicities
- Books and puzzles that display positive images of families of cultural backgrounds with or without disabilities.

- Celebrate a variety of festivals from different cultures
- Plan topics and create displays using diverse; images, objects, language, etc. of children within the nursery
- Plan for visitors to come into nursery both; men and women in authoritative positions of all cultures and race

## **Parents role within the Salford Family Nurseries**

Salford Family Nurseries will encourage parents and carers to become involved by making them welcome, by respecting the differences in families, their language, religions, cultures and by encouraging them to contribute in any way they can. Parents are made aware that all members of staff are committed to maintaining the safest possible environment for their children, and policies are in place to safeguard this.

### **Salford Family Nurseries will encourage Involvement from parents and carers by:**

- Providing a warm welcome to new children and their families and to encourage parents/carers to help settle their children.
- Sharing, discussing and agreeing nursery policies and procedures with parents.
- Issuing a parent's booklet when the child joins nursery.
- By keeping them informed and up to date with nursery information and practices
- Informing them of their child's progress and/or any concerns regarding their children. This can be done through the Key Person System (Please see Key Person Policy).
- Encouraging parents/carers to call in at any time.
- Involving parents with communication difficulties by learning a few signs if appropriate, by finding someone who could act as an interpreter if English was a second language, or by spending time with the person, encouraging her/him to help out in a practical way in the nursery.
- Providing parents/carers with information about local support services.

## **Staff**

It is the policy of Salford Family Nurseries 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 as specified in this policy and recognise and celebrate other cultures and traditions. All staff are expected to participate in equality and inclusion training.

## **Discriminatory behaviour or remarks**

Discriminatory behaviour or remarks are unacceptable within Salford Family Nurseries. Our response to discriminatory behaviour or remarks will aim to be sensitive and supportive to the feelings of the victim and help those responsible to understand and overcome their prejudices.

We will challenge any statement or behaviour by anyone in the nursery, which are sexist or racist or which reinforce stereotypes or which are in any other way derogatory to an individual.

We will ensure that all children feel safe and secure within Salford Family nurseries. We provide a wide range of objects and images of different cultural, gender and disability situations within our setting. All our staff understands the importance of inclusion and are good role models. We shall review our resources continually to avoid stereotyping or discrimination.

## **EYFS and Welfare Requirements**

We meet the needs of the nursery child by providing:

- A safe, secure healthy and stimulating environment where there is adequate supervision.
- Opportunities to investigate, satisfy their curiosity, explore the environment inside and outside the nursery, extend their sense of wonder, experience success and develop a positive attitude towards learning.
- Appropriate periods of time for learning through sustained involvement in play.
- Interaction with sensitive and understanding adults (Key Persons). It is important that children feel secure in their relationship with adults and that they know the adults are there to support them.
- Adults who treat them as individuals and sensitively participate in their play.

## **British Values - 2015**

We believe British Values are promoted in Salford family nurseries as the children learn to take turns and share and learn right from wrong. We encourage children and their parent /carers to have respect and tolerance for each other and recognise similarities and differences by valuing their own family and that of their peers. Learning about each other's culture faith and beliefs.

Staff will challenge extremist views in an appropriate ways by reporting any concerns to the appropriate department, body/professional.

We believe the EYFS already provides a solid foundation to encourage a child's understanding and acceptance that we live in diverse communities with many different cultures and life styles.

There is no place for extremist views in the education system.

### **Democracy: making decisions together**

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.

Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

### **Rule of law**

Understanding rules matter as cited in Personal Social and Emotional development

As part of the focus on managing feelings and behaviour:

- Staff can ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

## **Individual liberty: freedom for all**

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

## **Mutual respect and tolerance: treat others as you want to be treated**

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staffs should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

## **Employment**

All short listing and interviewing procedures are part of Salford's City Council's Equal Opportunities Recruitment and Selection Policy whilst adhering to Salford City Council's Safe Recruitment Policy. The nursery will appoint the best person for each job and will treat fairly all applications for jobs and all those appointed. No applicant will be rejected on the grounds of religion, age, gender, sexual orientation, class, means, family status, disability, colour, ethnic origin and culture. Employment will not commence until all references and checks have been carried out.

New staff members will receive a formal introduction by the Nursery Manager where information is shared about the centre. Then he/she will be introduced to the team.

**The management make all new staff and volunteers welcome and make them aware that they will be working within an equal opportunities environment.**

## **Support for Children with Special Educational Needs and/or Disabilities**

Wherever possible we will provide for the needs of children in the community who have particular special needs and/or disabilities and ensure that they have equality of access and opportunity.

Salford Family nurseries recognises the wide range of special needs and disabilities of children and families in the community and will consider what part it can play in meeting these needs. Children's individual needs will be met by ensuring that the nursery has robust systems in place to obtain relevant information regarding children's special needs and/or disabilities. This information will be shared prior to admission to the nursery at a meeting with the parents and the nursery manager. Subsequent to this the nursery Special Educational Needs Coordinator, will liaise with and seek advice from relevant professionals to allow for the best multi-agency support for the child whilst at Salford family nurseries.

We will provide an appropriate curriculum for children with special needs and all children will be included, valued and supported. Reasonable adjustments will be made for children who require this allowing them to have the opportunity to express themselves freely and be actively involved in all activities. The staff will aim to achieve high levels of well-being and involvement for all children.

We will try to ensure that we will give great thought when ordering new equipment and resources to ensure suitability to meet the needs of children and families with disabilities.

The layout of Salford family nurseries is spacious and provides access to move around freely.

At Salford family nurseries we make sure all our staff are familiar with the Special Educational Needs Code of Practice and Disability Discrimination Act.

### **The legal framework for this policy is based on:**

- Equality Act 2010
- Children Act 2004
- Care Standards Act 2014
- Childcare Act 2016
- SEND Code of Practice

The UN Convention on the rights of the Child (1991) states:

**“It is the States obligation to protect children from any form of discrimination and to take positive actions to promote their rights”.**

**This policy was updated: 12 July 2022**

**Reviewed by: Samantha Gemmell Andrew**

**Date of Next Review: July 2023**