



Equality and Diversity Policy

July 2020

Statement of intent

Our settings are committed to providing equality of opportunity and anti-discriminatory practice for all children and families. We aim to meet children's specific needs with regard to ethnic origin, cultural and linguistic background, gender or disability. We aim to provide additional provision for children who have a particular need and this will be discussed with parents/carers, relevant external agencies and the nursery staff. Each of our settings has a named Special Educational Needs Co-ordinator. The setting's will aim to accept children with a variety of additional needs and will endeavour to provide appropriate support where necessary. The Equality and Diversity Policy ensures that everyone in the setting is able to counteract and eliminate both direct and indirect discrimination in decision making, employment practices and services provision and to ensure that our services strive to achieve equality and opportunity for all.

AIM

We aim to:

- Provide a secure environment in which all our children can flourish and in which all contributions are valued;
- Be welcoming to everyone.
- Include and value the contributions of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping information about different ethnic groups and people with disabilities;
- Improve our knowledge and understanding of issues of equality and diversity; and
- Make inclusion a thread which runs though all of the activities of the nursery.

The legal framework for this policy is:

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





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We have a named person for each setting who is responsible for issues concerning Equality and Diversity in each setting.

Methods

Admissions – Our setting is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written forms.
- We provide information in as many languages as possible.
- We base our admissions policy on a fair system.
- We do not discriminate against a child with a disability or refuse a child entry to our setting because of any disability.
- We ensure that all parents are made aware of our Equality and Diversity Policy.
- We would develop an action plan with staff, the individual, the parents/carers and any support agencies involved, to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- The applicant who best meets the criteria is offered the post, subject to references and enhanced disclosures by the Disclosure and Barring Service. This ensures fairness in the selection process. All job descriptions include a commitment to quality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

Training

- All staff have access to training and any learning will be shared with the staff team and implemented as appropriate.
- The Childcare Managers and Deputy Childcare Managers will be responsible for ensuring that staff receive appropriate training and that the policy is consistent with current legislation and guidance.





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- We review our practices to ensure that we are fully implementing our policy for Equality and Diversity.

Valuing Diversity in Families

- We welcome the diversity of family life and work with all families.
- We encourage children to contribute stories of their everyday life into the provision.
- We encourage parent/carers to take part in the life of the setting and to contribute fully.
- For families who have a first language other than English, we value the contribution their culture and language offer.
- We offer a flexible payment system for families of differing means.

Food

- We work in partnership with parents/carers to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, cultural approaches to mealtimes and eating and to respect the differences among them.

Working in Partnership with parents

- We arrange parent/carer meetings working in partnership with parents and carers to discuss their child(ren) at times that are acceptable to both parties.
- The information about the interview dates and times available are communicated in a variety of ways – written, verbal and translated.
- We value parents and carers as their child's first educator, and staff work closely with parents and carers to share information, experiences, conversation and quality time, thus promoting positive role models for their children.
- We liaise with parents and carers and take advice from other professionals in order to plan to meet every child's needs.
- We treat all children and their parents and carers with equal concern and value.

The Early Years Foundation Stage offered in the setting encourages children to develop positive attitudes to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.





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We do this by:

- Making children feel valued and good about themselves;
- Ensuring that children have quality of access to learning, taking into account through the planning process each child's individual route to learning.
- We believe that by planning to meet individual needs, all children should be able to play a full, active and equal part in the provision's activities. This planning may include the provision and acquisition of specialist equipment, training, support or differentiation of opportunity.
- Reflecting the widest possible range of communities in the choice of resources;
- Avoiding stereotypes or derogatory images in the selection of materials;
- Strengthening the positive impressions children have of their own cultures and faiths, and those of others, by sharing and celebrating a range of practices and special events.
- Creating an environment of mutual respect and tolerance;
- Helping children to understand that discriminatory behaviour and remarks are unacceptable;
- Ensuring that the curriculum offered is inclusive of children with special education needs and children with disabilities; and
- Ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.
- All our activities and resources will be evaluated for accessibility and inclusiveness and any additional resources, support or adaptations will be made available to enable everyone to participate if they wish.
- Supporting children, parents and carers to see the ways in which their cultures and beliefs are similar, encouraging them to contribute to the curriculum by sharing and discussing practices, resources, celebrations and experiences.
- Encouraging and supporting staff to act as positive role models to children by displaying and promoting tolerant and respectful behaviour, language and attitudes and challenging any discriminatory incidents.

Challenging inappropriate attitudes and practices

- We will challenge any offensive behaviour, language or attitudes with regards to race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation or disability.





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- We will challenge any discriminatory incident according to the protocols set out in the staff disciplinary procedures and the Behaviour Policy.
- We develop strategies to combat negative bias and, where necessary support children and adults to unlearn discriminatory attitudes.

This policy was adopted on:	Signed on behalf of YMCA Childcare:	Date for review:
07.07.2020	A.Spence	06.07.2021

