



Policy Document:

# Equalities and Diversity.

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## **Equalities and Diversity.**



### **Introduction**

The Meadows Day Care Centre is committed to celebrating diversity, improving outcomes and promoting equality of opportunity for all.

We seek to challenge prejudice and discrimination and to create an anti-bias environment in which all children have a sense of belonging. We recognise that each child is unique. We aim to meet their individual needs in order for them to achieve their full potential.

We promote and encourage positive attitudes and relationships between all children, families and the wider community.

The Meadows Day Care Centre works in accordance with all relevant legislation, included in:

- The Equality Act 2010:
  - protected characteristics covered by this act are:
    - Disability,
    - Pregnancy and maternity,
    - Race, religion or belief,
    - Sex and sexual orientation.
  - The 2010 Act replaced:
    - Equal Pay Act 1970
    - Sex Discriminations Acts of 1975
    - Race Relations Act 1976
    - Disability Discrimination Act 1995
    - Employment Equality (Religion or Belief) Regulations 2003
    - Employment Equality (Sexual Orientation) Regulations 2003
    - Employment Equality (Age) Regulations 2003
- Special Educational Needs and Disability Act (SENDA) 2010
- Human Rights Act 1989
- Children Act 1989 and 2004
- Care Standards Act 2000
- The United Nations Convention on the Rights of the Child 1989

### **The diversity of families in our setting.**

The Meadows Day Care Centre is located in Chatteris, a Fenland town in Cambridgeshire. The setting offers up to 40 Nursery places and usually has approximately 50 children on the roll. The setting's intake is predominantly White British however in the last five years there has been an increase in children from other ethnic groups, especially those from Eastern Europe, including Lithuania, Russia, Poland and Bulgaria. Multi lingual learners now make up close to 20% of our intake.

At the time of writing 5% of our children have additional needs. Just over 20% of children are in receipt of Early Years Pupil Premium or Two Year Old Funding.

By publishing this data, we demonstrate our commitment to the specific duty within the *Equality Act 2010*.

**Recognising and respecting difference and diversity.**

The Meadows Day Care Centre commits to valuing diversity. Treating people equally does not necessarily involve treating them the same. Our policies, procedures and activities promote equality and we challenge discriminatory behaviour and language. We take into account different life experiences, background, individual needs, different types of barriers and disadvantages that 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.

**Admission and transition.**

We base our admissions policy on a fair system. We do not discriminate against any child and will make reasonable adjustments to facilitate places for all children.

We aim to fully support all phases of transition and understand that different children and their families will need different levels of support to achieve smooth transitions.

**Communication and language.**

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 wide range of formats including verbal and visual information, clear written information (including email) and translated materials where appropriate.

We aim to ensure that the content of this policy is known to all staff, parents/carers.

We will share the names of our setting's SENCo and ENCo with families.

We provide a complaints procedure for parents/carers.

Our SENCo is YVONNE BROWN.

Our ENCo is LEA HODGES.

**Our ethos.**

The Meadows Day Care Centre will not tolerate any form of racism and is committed to the development of an anti-racist, anti-sexist policy. The Centre's anti-racist and anti-sexist policy and practice helps to identify and challenge those attitudes, which lead to negative discrimination against people on the basis of their race, gender, ethnicity, nationality or religion.

Our policies, procedures and activities will promote positive interaction, good relationships and respect between individuals, groups and communities.

**Resources, activities and the environment.**

We make all reasonable adjustments to ensure planning reflects equality of access to resources and activities for all children, including those with SEND and multi lingual learners.

We encourage children whose first language is not English to also use their home language and to understand the value that this has in contributing to a positive sense of identity, learning and general language development.

### **Dietary Needs.**

Working in partnership with parents/carers, children's medical, religious, cultural and disability needs will be met.

### **Staff.**

- Training and development.

We ensure that all staff, including support and committee members receive appropriate training and opportunities for professional development to enable them to develop anti-discriminatory and inclusive practices.

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

- 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.

Our setting has a Special Educational Needs Coordinator, YVONNE BROWN.

The SENCo coordinates the provision for the children with SEND within the setting, works in partnership with parents, staff and external agencies and ensures appropriate record keeping procedures are in place.

Our setting has an Equalities Coordinator, LEA HODGES.

The ENCo coordinates the development of equalities provision throughout the setting.

### **Addressing prejudice-related incidents.**

Any discriminative language, behaviour or remarks made by children, parents/carers or other adults are unacceptable.

Our response will aim to demonstrate support for the victim(s), to help those responsible to understand and overcome their prejudices, and to make it clear that such behaviour/remarks will not be tolerated.

- Our Procedure:

- In the first instance the person(s) responsible will be spoken to regarding their behaviour.
- If the behaviour was repeated, they would be given a verbal warning.

- If the behaviour were to occur a third time, the person(s) responsible would be given a written warning and told that should the behaviour continue their child(ren) may lose their place at the Meadows.

In all cases, a prejudice related incident form will be completed, logged and filed and we will feed-back anonymous data to the local authority.

#### **'Narrowing or closing the gap'.**

At the Meadows, we have an expectation of high achievement for all children. We aim to identify the vulnerable and underachieving groups within our setting and develop strategies to close the gap in achievement and attainment between underachieving groups of children and others. We acknowledge that 'Success [is] derived from identifying the right intervention and support at the right time.' (Equalities in Action)

Children with SEND are seen as a vulnerable group. Whilst it is not inevitable that children from this or any other vulnerable group will under achieve, we recognise that they may be 'at risk of delay' and that we as practitioners have a responsibility to do all we can to identify and break down any barriers to learning. In our setting we understand the need for early identification and assessment, we work closely with parents, and offer a differentiated curriculum, targeted learning and development to improve outcomes for children with SEND.

We will:

- Identify the children who are not making expected levels of progress in their learning and development.
- Ensure we have data to support this i.e. tracking data.
- Look for any shared characteristics among the group.
- Develop strategies to support individual children.
- Develop strategies to support identified groups of children 'at risk of delay'.
- Make sure that children's progress and support strategies are reviewed regularly.

We adhere to the *Code of Practice for SEN 2011 (Graduated Response to SEN – Early Years Action, Action Plus or Statement of Special Educational Needs)*; we seek further support via an Early Help Assessment /Early Support where appropriate.

#### **Meeting the specific duties of the Equality Act 2010.**

We continually review our practices to ensure that we are fully implementing our policy.

We review our Equalities policy regularly, at least on an annual basis, in consultation with staff.