

## **General Welfare Requirement: Safeguarding and Promoting Children's Welfare**

Glebe House School Early Years Team must take necessary steps to safeguard and promote the welfare of children.

### **Equality of opportunity**

#### **1.12 Valuing diversity and promoting equality**

##### **Policy statement**

We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their individual social and economic, ethnic and cultural and religious backgrounds and situations. Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have links with extended families of grandparents, aunts, uncles and cousins; while others may be removed from close kin, or may live with other relatives or foster carers. Some children have needs that arise from disability or impairment, or may have parents that are affected by disability or impairment.

Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice, because of the ethnicity, the languages they speak, the religious or belief backgrounds, the gender or their impairment.

We understand that these factors affect the wellbeing of children and can impact on their learning and attainment. At Glebe we are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

We aim to:

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse family structures, diverse social economics, diverse ethnic and cultural groups and disabled people;

- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- Challenge and eliminate discriminatory actions, harassment and victimisation.
- make inclusion a thread that runs through all of the activities of the setting; and
- Foster good relations between all communities
- The designated Person for **Equalities Named Co-ordinator(Enco) is Susie Pull**

### EYFS key themes and commitments

<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning and Development</b>
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### Procedures

#### *Admissions*

Our setting is open and accessible to all members of the community.

- We advertise our service widely.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We would aim to provide information in as many languages as possible.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our valuing diversity and promoting equality policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act (2010). These are:
  - Disability;
  - Race;
  - Gender reassignment,
  - Religion or belief;
  - Sex;
  - Sexual orientation;
  - Age;
  - Pregnancy and maternity; and
  - Marriage and civil partnership.

- We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to their disability
- We ensure wherever possible that we have a balanced intake of boys and girls in the setting.
- We make adjustments to ensure that disabled children can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff, volunteers or parents whether by:
  - Direct discrimination-someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups using the service;
  - Indirect discrimination-someone is affected unfavourably by a general policy e.g. children must only speak English in this setting;
  - Association-discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person who is married from a different cultural background; or
  - Perception-discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation because of their mannerisms or how they speak.
- Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around our premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and act in accordance with the relevant policy statement and procedure.

### *Employment*

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and suitability checks (DBS). This ensures fairness in the selection process.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

### *Training*

- We seek out training opportunities for our staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

### *Curriculum*

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and service users. If access to the settings is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- making children feel valued and good about themselves and others;
- ensuring that children have equality of access to learning;
- undertaking an access audit to establish if the setting is accessible to all disabled children and adults;
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a locally observed range of festivals;
- creating an environment of mutual respect and tolerance;
- differentiating the curriculum to meet children's special educational needs;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;

- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.
- Ensuring children are offered opportunities to understand the Importance of British Values

#### *Valuing diversity in families*

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to encourage their full inclusion and share their language skills.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.
- We take positive action to encourage disadvantaged and under-represented groups to use the setting.

#### *Food*

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

#### *Meetings*

- Meetings are arranged to ensure that all families who wish to may be involved in aspects of the running of the setting, through the parents committee, governing body and a subcommittee to the Governing Body.
- We positively encourage fathers/mothers/carers to be involved in the setting, especially those fathers/mothers/carers that do not live with the child.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation where possible - to ensure that all parents/carers have information about and access to the meetings.

*Monitoring and reviewing*

- To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

**Legal framework**

- Children and Families Act 2014 pg 78 of SEND  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- The Equality Act (2010)
- Children Act (1989) is up to date with all changes known to be in force on/before 26/9/19
- SEND code of Practice (2015)
- The Statutory Framework for Early Years and Foundation Stage
- The Special Educational Needs and Disability Regulation 2014
- Norfolk Family Information Service for Early Help, Additional Support, Play and Discover together etc
- Guide to the Equality Act and Good Practice website

This policy was adopted at a meeting of	<u>Glebe House School Nursery</u>	name of setting
Held on	<u>October 2019</u>	(date)
Date to be reviewed	<u>October 2020</u>	(date)
Signed on behalf of the management committee		
Name of signatory	<u>Susie Pull</u>	
Role of signatory (e.g. chair/owner)	<u>Setting Manager</u>	