

Inclusion and Equality

Purpose – Our People

We take 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. We are 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 our 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 Nursery Manager 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 invoked under the nursery's disciplinary policy (available in Employee Handbook)

The legal framework for this policy is based on:

- 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
- Disability Discrimination Act 1995
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Equal Pay Act 1998
- The United Nations Convention on the Rights of the Child 1989
- Human Rights Act 1998

Policy

The nursery and staff are committed to:

- Recruiting, selecting, training and promoting individuals based on occupational skills requirements. In this respect, the nursery will ensure that no job applicant or employee will receive less favourable treatment because 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, which cannot be justified as being necessary for the safe and effective performance of their work or training - refer to Safer Recruitment and Suitability policy
- 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 – refer to SEND policy
- 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 Whistleblowing and Staff Conduct 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.
- 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.
- in situations where a child displays extreme behaviour and all available avenues for support have been exhausted – including collaborative work with external agencies, the provision of additional support, or adjustments to their hours – we may, as a last resort, need to consider suspending or excluding the child from the provision. This difficult decision would only be made if there are significant concerns regarding the safety and well-being of the child or others within the nursery. Should this become necessary, we are committed to working closely and sensitively with the child's family and outside agencies to ensure they receive the support needed to access alternative provisions that are better equipped to meet their child's individual needs.

Recruitment

- Recruitment, promotion, and other selection exercises such as redundancy selection will be conducted based on 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 not include questions that potentially discriminate on the grounds specified in the purpose/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 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:

Staff

We do not discriminate in the treatment of individuals. All staff are expected to:

- co-operate with the implementation, monitoring and improvement of this and other policies
- challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds specified in this policy
- recognise and celebrate other cultures and traditions
- participate in equality and inclusion training.

Purpose – Our Practice

Training

The nursery recognises the importance of training as a key factor in the implementation of an effective Inclusion and Equality policy. All new staff receive induction training, including specific reference to the Inclusion and Equality policy. All staff will undertake regular core training relating to Equality, Diversity and Anti-Racist Practice.

Early Learning Framework

Early learning opportunities offered in the nursery encourage children to develop positive attitudes to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking. Refer to Early Learning Opportunities guidance.

All children will be respected and their individuality and potential recognised, valued, and nurtured. Children will not be discriminated against because of ethnicity, culture, or religion, home language, family background, learning difficulties or disabilities, gender, or ability.

We do this by:

- 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, tolerance, 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
- Assigning a key carer to each child who will continuously observe, assess, and plan for children's learning and development
- Helping children to learn about a range of food and cultural approaches to mealtimes and to respect the differences among them
- Treating all children equally, but not the same, as all children learn at a different pace and like different things more than others, but ensuring that all children are provided with the opportunity to be involved in all activities.

Reflection, Evaluation and Improvement

The Old Station Nursery and all its subsidiaries are committed to ensuring we are effective in valuing and promoting Diversity, Inclusivity and Anti-Racism in the Early Years. We celebrate diversity, promote inclusion and challenge racism and all forms of prejudice. We want every child in The Old Station Nurseries to grow up to do the same. In Early Years we have the privilege of working with children while they are learning how the world works. We need to make the most of this opportunity to introduce them to other lives and perspectives, to help them to develop openness, empathy and curiosity and grow up to become inclusive and anti-racist adults

We use a comprehensive reflective practice tool to ensure all teams critically reflect on and discuss their practice related to how effective we are in valuing and promoting diversity, inclusivity and anti-racist behaviour, and measure the impact of our everyday practice on promoting anti-racist practice in our settings.

Our managers and teams complete this bi-annually and our Quality and Area Teams monitor progress and improvement through regular quality audit and visit programmes.

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.

Associated documents:

- [Reflective Practice – Anti-Racism Practice](#)
- [Admissions policy](#)
- [Whistleblowing and Staff Conduct policy](#)
- [Employee Handbook](#)
- [Safer Recruitment and Suitability policy](#)
- [SEND policy](#)
- [Early Learning Opportunities guidance](#)