



Roundabout Nursery and After School Club Equality and Diversity policy

Statement of intent

Our provision is committed to providing equality of opportunity and anti-discriminatory practice for all children and families.

Aim

We aim to:

- Recognise that all children are different and aim to identify how to support each individual child and their family. Recognising some children may need additional support. However, we recognise that for some this may be specific and sometimes require the help of outside agencies. Our Special Educational Needs Co-ordinator is Karen Harper.
- Provide a secure environment in which all our children can flourish and in which all contributions are valued;
- Include and value the contribution 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 through all of the activities of the roundabout nursery and after school club.

The legal framework for this policy is:

- Race Relations Act 1976;
- Race Relations Amendment Act 2000;
- Sex Discrimination Act 1986;
- Children Act 1989; 2004 and 2006
- Special Educational Needs and Disability Act 2001.

Methods

Admissions

Our provision 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 form.
- 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 nursery because of any disability.
- We ensure that all parents are made aware of our equal opportunities policy.

- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the nursery 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 checks by the Criminal Records Bureau. This ensures fairness in the selection process. All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.
- All staff receive induction training to help them understand their roles and responsibilities which includes information on the nursery Equality and Diversity Policy.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop practices, which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality and diversity.

Curriculum

The curriculum offered in the provision 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. It aims to support the social and emotional aspects of development through the introduction of the SEAD strategy.

We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of materials;
- celebrating a wide range of festivals;
- 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 and ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.

Environment and Resources

- We aim to provide a welcoming environment and support children with their learning through a range of activities.
- We take in to account the children's age and stage of development and their size, height and physical needs and provide child sized tables and chairs and sinks and toilets at their level.
- We use visual timetables and visual aids such as communication fans to support children's communication, including children with English as an additional language.

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 parents/carers to take part in the life of the provision 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 to ensure that the medical, cultural and dietary needs of children are met.
- We encourage children to eat a range of healthy food.
- We help children to learn about a range of food, 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 the provision.
- Information about meetings is communicated as required in a variety of ways - written, verbal and in translation - to ensure that all parents have information about access to the meetings.

Monitoring and reviewing the policy

- This policy will be reviewed yearly or as and when required.

Reviewed and updated: 1/12/11

To be reviewed December 2012

Reviewed 4th March 2013

Reviewed March 2014