



Equalities and Diversity Policy

Statement of Intent

"Fizzy Fish is committed to safeguarding and promoting the welfare of children, young people and adults at all times and expects everybody working within this setting to share this commitment. We are committed to providing equality of opportunity and anti-discriminatory practice in everything we do."

Method

We treat all children in our care with equal concern so they have the same opportunities to develop their own potential and to grow as individuals with different needs. Sometimes this may mean adapting an activity to suit the child's ability and stage of development, providing additional resources or more attention and support.

We will help children to develop positive attitudes towards people who are different from themselves and help them avoid prejudice.

We will help children to develop a sense of their own identity within their racial, cultural and social groups, as well as having the opportunity to learn about cultures that are different from their own.

We will encourage parents to share with us details of any festivals, special occasions or artefacts, which may enhance the children's learning and understanding.

Staff undertake Mentor Equality and Diversity online training every 3 years.

Equality Officers undertake Mentor Equality and Diversity online training together with the council provided training.

We improve our knowledge and understanding of issues of equality and diversity by sending all of our staff on Equalities Awareness Training every three years.

We will offer each child equal opportunity to learn and develop taking into account age, stage of development, gender, ethnicity, special educational needs, home language and any disabilities.

Observations are routinely made so that we are able to meet the specific needs of each child in the setting. These observations also help to identify special needs at an early stage. Any concerns would be discussed, in private, with the parents and we would seek advice and support from other agencies if required.

We provide play resources that give a balanced view and an appreciation of the diversity of our multi-racial society. Play resources are labelled with pictures and words. If a child were to join the setting who had English as an additional language, we would seek advice from the Ethnic Minority Achievement Service (EMAS) with the permission of the parent.

We promote anti-discriminatory practice and equality of opportunity at all times and challenge remarks that we feel are inappropriate.

Admissions

We have named Equalities Officers in each setting, who coordinate our Equality and Diversity Policy.

Our setting is open to all members of the community:

- We advertise our service widely



- We are reflective of diversity of members of our society on our website and on social media.
- We provide information in clear, concise language, whether in written or spoken form.
- We base our admissions policy on a fair system.
- We do not discriminate against a child or their family, or prevent entry to our setting on the basis of their colour, ethnicity. Religion or social background, such as being a member of the travelling community or an asylum seeker.
- We do not discriminate against a child with a disability or refuse a child entry to our settings because of any disability.
- If access to the setting is found to treat children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults.
- We make sure that all parents are aware of our Equality and Diversity Policy.

Employment

To ensure equality of opportunity and anti-discrimination in our selection process:

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.

The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service.

All job descriptions include a commitment to equality and diversity.

We monitor our application process to ensure that it is fair and accessible.

Training

We search for training opportunities for staff and volunteers to enable them to develop practices in support of child development.

We ensure that staff are confident and fully trained in administering relevant medicines.

We review our practices to ensure that we are fully implementing our policy for equality and diversity, and inclusion.

Early Years Foundation Stage

The curriculum offered in our 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.

We do this by:

- Making the children feel valued and good about themselves
- Ensuring that children have equality of access to learning
- 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 that each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of boys and girls.
- Differentiating the curriculum to meet children's special educational needs



- Actively promoting the fundamental **British Values** of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. **See British Values Policy.**
- 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.
- Helping children to understand that discriminatory behaviour and remarks are unacceptable.
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities.
- Ensuring that the curriculum offered is inclusive of children with different faiths and beliefs through reference to the **Brighton & Hove Faith and Beliefs In Educational Settings Guide**
- Ensuring that children learning English as an additional language are supported in their learning.

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 setting.

We encourage parents/carers to take part in the life of the nursery and to contribute fully.

For families who speak languages in addition to English, we will develop a means to ensure their full inclusion.

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 all children are met.

We help children to learn about a range of food, cultural approach to snack time and eating and respect the differences among them.

Monitoring and Reviewing

To ensure that our policies and procedures meet the overall aims to promote equality, inclusion and valuing diversity, we will monitor and review them annually.

We provide a complaints procedure to ensure that we understand and learn from these complaints. See Complaints Policy.

Relevant References:

- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1975, 1986
- Children Act 1989 and 2004, 2006
- The Equality Act 2010



- Disability Discrimination Act (DDA) 1995, 2005
- Special Educational Needs and Disability Act 2001, 2014
- Brighton & Hove Faith and Beliefs In Educational Settings - A Guide 2016