



EQUALITY OF OPPORTUNITY POLICY

The legal and local framework for this policy is:

- Race Relations Act 1976 (as amended in 2000)
- Disability Discrimination Act 1995 (as amended in 2005)
- Children Act 2004
- Equality Act 2010
- Education and Inspections Act 2011
- Duty to Promote Community Cohesion, Education, and Inspections Act 2006

Inclusion

Policy statement

At our Berkhampstead Day Nurseries, we welcome all children, staff, and parents from diverse ethnic and cultural backgrounds. It is our belief that all children, staff, and parents who attend the Nurseries, irrespective of their background or needs, must be treated, and supported as individuals. Every child in the Nurseries must be able to take advantage of the opportunities that the setting provides. Children, parents, and staff will be treated with care and consideration, and everyone will be made to feel welcome. No person - either child, staff, or parent - will be prejudiced against because of their own needs and we provide a fully inclusive policy. Everyone, irrespective of special educational needs, disability, mental health or medical need, race, culture, class, creed, sexual orientation, gender, or social status has the right to express their needs and have them met. The management team regularly conducts working practice observations on all aspects of Nursery operations to ensure that procedures are working and all children are fully supported by the practitioners. This includes intimate care routines.

We aim to:

- Provide an environment in which all children, staff, and parents, including those with disability or SEND (Special Educational Needs and Disability), are treated as individuals and given equal opportunity to access the curriculum and opportunities offered.
- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups, and disabled people.

Policy reviewed – January 2025

Policy to be next reviewed – January 2026 Day Nursery Manager

- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make all reasonable adjustments to meet individual needs.
- Celebrate diversity in all aspects of play and learning.
- Promote and develop children's positive self-esteem using positive role modelling and respectful behaviours
- Provide resources and books that reflect multi-cultural groups and positive images of Special Educational Needs.

Procedures

Admissions

Berkhampstead Day Nurseries are open to all members of the community.

- We advertise our service widely.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services and curriculum offered.
- Parents will be informed of our admissions policy
- Parents will provide information during the admissions process regarding any known needs and/or their child's individual needs to ensure suitable provision for inclusion within our environment

Training

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

Curriculum

We are committed to providing an inclusive curriculum and ensure that all children have equal access to the Early Years Foundation Stage. We encourage positive role models through the use of open-ended resources, imaginary play, and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour. The Curriculum delivered encourages children to develop positive attitudes about themselves as well as to people who are different from them. It encourages children to empathize with others and to begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and families. Wherever possible we will make all reasonable adjustments to accommodate the needs of individuals. We do this by:

- Making all children feel valued and good about themselves so they can reach their full potential.

- We work together with parents sharing knowledge of the children's needs and value our parents' contributions.
- Ensuring that children have equal access to learning and play opportunities; making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments.
- Acknowledging and celebrating a wide range of religions, beliefs, and festivals. Provide opportunities for children to celebrate diversity and promote inclusions: we will have theme days to celebrate diverse cultures. This could include food, religion, animals, weather, and will involve all the children and parents if they choose too. Such interactive opportunities allow for a wide range of learning processes to take place, highly beneficial for children's emotional and intellectual development. We will seek to have speakers into the Nurseries to share experiences with the children, and involvement from the child's family.
- Reflecting the widest possible range of communities in the choice of resources.
- Avoiding stereotypical or derogatory images in the selection of materials.
- Making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities.
- Creating an environment of mutual respect and empathy.
- Offering the same opportunities for special events and activities in the morning and afternoon so that children attending morning or afternoon sessions can fully participate and no one is excluded.
- Ensuring that all early learning opportunities offered are inclusive of children with learning difficulties and / or disabilities and children from disadvantaged backgrounds.

Valuing diversity in families

- We welcome the diversity of families and work with families, regardless of ethnic background, faith group or economic status.
- We celebrate every person's cultural and linguistic background and promote a wide range of festivals through our curriculum.
- We endeavour to reflect a wide range of family backgrounds/cultures in the resources we offer; and
- We endeavour to display photos and visual posters of people / children of different races, abilities and from diverse cultural groups around the Nursery setting to develop children's awareness of cultural diversity and inclusion.
- We welcome the contribution and interaction from families regarding their culture and encourage this to be shared as part of Nursery life.
- We are able to provide information in other languages for families, should they require it.
- We help children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Promoting positive behaviour (see also Behaviour Policy). Staff promote positive behaviour and attitudes through good role modelling. We help children to learn the

skills of working together, and setting consequences if rules are broken. Staff use praise and encouragement to reward positive and considerate behaviour.

- We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name-calling or threatening behaviour are unacceptable on or around the premises and will be dealt with in the correct manner.

EAL

- For families who speak languages in addition to English, we will develop means to ensure their full inclusion, this may include translating emails, visuals and learning important words in their language.
- We ensure that children learning English as an additional language have full access to the curriculum and are supported in their learning.

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, as well as offering different cultural meals.
- We encourage children by means of conversation and stories to understand that diverse cultures and families may eat different foods, and assist them with being non-judgmental in their approaches.

Meetings

- Information about meetings and events is communicated in a variety of ways - written, verbal and in translation if requested - to ensure that all parents have information about, and access to, the meetings and events.

Monitoring and reviewing

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

Looked After Children

Berkhampstead Day Nurseries are committed to providing quality provision based on equality of opportunity for all children and their families. All staff are committed to enabling “looked after children” in their care to reach and achieve their full potential.

The definition of “Looked After Children” is children who have been taken into care or accommodated by the Local Authority. Most will be living in foster homes, some may be in a children’s home, living with a relative or even placed back home with their natural parent. We recognise children who are being looked after often experience traumatic situations: physical, emotional, sexual abuse or neglect. However, we are aware that there are a number of reasons why a child may go into care and these reasons may or may not include

traumatic experiences or abuse. The Nursery staff are committed to doing all they can to support individual children to achieve their full potential. The Nursery team are all trained to understand our Safeguarding policy and procedures. Practitioners are supported by managers at all times and we have an open-door policy if they need to discuss any sensitive issues regarding a child.

We recognise that for young children to develop they need to be fully settled into Nursery life. For all children we complete an in-depth settling-in process. Discussions will take place regarding the length of time the child has been with their carer before they start Nursery to distinguish if they have secured a positive relationship and are ready to be able to cope with further separation, a new environment and new expectations upon them.