

Equality and Diversity

Equal Opportunities



The safeguarding and welfare requirements.

Staff qualifications, training, support, and skills – 3.20

Policy statement

Bridgwater and Taunton College Childcare Centre 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 can arise from their social and economic, ethnic, and cultural or religious backgrounds.

Some children have needs that arise from disability or impairment or may have parents that are affected by disability or impairment.

We understand that these factors can affect the well-being of children and can impact on their learning and attainment.

Fundamental British Values

Bridgwater and Taunton College Childcare Centre is committed to delivering an environment that promotes Fundamental British Values throughout everything that we do, using the values stated by the government in the 2011 Prevent strategy

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

At Bridgwater and Taunton College Childcare Centre we support British Values by recognising that such values are intrinsic within the Early Years Foundation Stage Curriculum, Statutory Framework and 'Help Children Achieve More' which we adhere to. We ensure these values are promoted in a meaningful and age-appropriate way (see also our safeguarding policy)

We support British Values in the following ways, though this list is not exhaustive

- Enabling children to understand the value and their ability to take turns (Democracy) for expressing their thoughts, feelings and opinions and sharing resources.
- Enabling children to respect each other and understand right from wrong (Rule of Law) for example children knowing that we use words and not force if we disagree with others.
- Enabling children to make choices and recognising some choices may be different to others (individual liberty), for example children valuing and respecting choices made by their peers.
- Enabling children to respect and value others (mutual respect and tolerance), for example children recognising and valuing children's different play (boys in the home corner, girls using real tools); learning that some cultures may be different to others but equally respected and celebrated.

Bridgwater and Taunton College Childcare Centre is 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 and diverse family structures, 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.
- make inclusion a thread that runs through all of the activities of the setting; and foster good relations between all communities.

Procedures

Admissions

- Our setting is open 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 base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities 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 disability. (see our Local Offer)
- We work on an individual basis to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents whether by:
 - Direct discrimination – someone is treated less favourably because of a protected characteristic e.g., preventing families of some racial groups from using the service.
 - Indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in the 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 from a different cultural background; or
 - Perception – discrimination on the basis that it is thought someone has a protected characteristic e.g., assuming someone has a specific sexual orientation because of their mannerism or how they speak.
- Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises.
- Any occurrence of a racially motivated insult by a child or parent will be reported to County Hall in accordance with their Code of Practice.

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.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service. 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 staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- Staff complete Equality and Diversity training within their first two weeks of employment.
- 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.

Our long-term plan supports practitioners in recognising and targeting diverse cultural events that can be shared with our children and families.

Caren Egan is the named ENCO

Rebecca Strange is the named SENCO

Abigail Brewer and Gemma Williams are the named EAL Coordinators

Environment

Our environment is accessible to all visitors and service users. If access to the setting 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
- 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 wide range of festivals and community celebrations.
- 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.

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 mothers, fathers and other 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 ensure their full inclusion.
- 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 dietary requirements of children that arise from their medical, religious or cultural needs 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.

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

The Equality Act 2010 (superseded 2020)

Children Act 1989, 2004

Children and families Act 2014

SEND Code of Practice 2014 (updated 2020).

United Nations Convention on the Rights of the Child

Reviewed Date: Nov 2021

Review Date: Nov 2022

Authorised by: