



# Footprints Day Nurseries Outstanding Practice™ Policy and Procedure Document

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Author / Updated by	Hayley Smith/Rachel Farrugia/Claire Huntington
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## Contents

Policy summary	2
Why is this policy important to us?	2
How is this policy put in to practice?	2
How is this policy and associated procedure audited?	2
Inclusion and equality	2



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## **Policy summary**

The way in which we ensure inclusion and equality for our children, staff and parents. How our recruitment and admissions process is made fair to everyone.

## **Why is this policy important to us?**

It is vital that we ensure every child, parent and member of staff are included and offered equal rights in all aspects of our services at Footprints.

## **How is this policy put in to practice?**

Through a thorough and fair recruitment and admissions procedure, a diverse and multi-cultural learning environment and an open and accepting partnership with parents. Our nursery makes every effort where possible and reasonable to offer equal access to our services.

## **How is this policy and associated procedure audited?**

It is standard practice at Footprints to audit and review every policy under one or all of the following situations;

1. All policies are reviewed annually.
2. This policy will be audited as part of a rota system of weekly spot checks.
3. We encourage and empower all staff to 'Self Evaluate' all policies and procedures. As part of this process this policy could be audited.
4. This policy will be audited if sub-standard practice has been observed in the area(s) to which it relates.
5. This policy will be audited as a result of new risk assessments or post-incident risk assessments.
6. This policy will be audited if new relevant legislation comes to light.

## **Inclusion and equality**

### **Statement of intent**

Our nursery takes 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. The nursery is 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 this 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 attention of the nursery manager at the earliest opportunity.

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.

We do this by:

- Encouraging positive attitudes and behaviour.
- Activities are equally open to all children.
- Reflecting the widest possible range of communities in the choice of resources.
- Avoiding stereotypical or derogatory images in the selection of materials.
- Celebrating and promoting a range of festivals throughout the nursery.
- Creating an environment of mutual respect 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 the early learning opportunities and are supported in their learning.
- Offering opportunities for children to show a strong sense of self and to initiate their own ideas.
- Creating opportunities for children to share their experiences and personal ideas with adults and their peers as well as discussing similarities and differences when celebrating a variety of cultures, beliefs and ways of life.

- Welcoming family customs, values, beliefs, religions, cultures, dietary requirements/preferences, dress code, hair and skin care and washing routines.
- Taking into consideration the individual personalities of the children when communicating with them.
- Promoting **British Values** throughout the nursery, educating children on how important it is to respect one another for who they are. Demonstrating that it is OK to have an opinion but to also accept others' opinions too. We want the children to grow up in the knowledge that it is OK to be different and to celebrate each other's successes. Examples of how we promote this throughout the nursery are;
- Rule of law-. We encourage children to think for themselves and help them understand when and why something is wrong. We encourage them to consider the consequences of their actions as well as to emphasise with others. The voice of the children is very important to us at Footprints, with this we encourage children to think about the rules they would like the adults working with them to follow. Examples are; Play games with me, be funny, make sure grownups always smile.
- Democracy – Children are encouraged to take turns when having conversations but helped to understand that their opinion is always valued but cannot always be implemented, e.g. staff help the children vote on the location of a trip, the majority vote wins. Some children may find this difficult to deal with emotionally so they will be heavily supported by a staff member. Children are involved in decision making e.g. planning special occasions or festivals throughout the week. At Footprints we are aware that a democratic community is forged through positive relationships and fostering a collaborative culture where everyone helps each other out.
- Individual liberty- It is possible to promote individual liberty and help children to develop a positive sense of self as well as respect for the rights and freedoms of other through celebrating children's individual personalities and encouraging them to be themselves. Here at Footprints we create a safe environment where children are encouraged to take risks and are not afraid of failing. Our staff regular observe the children and find out what truly interests them to enable us plan and provide activities plus utilizing our enabling environments.
- Mutual respect and tolerance – Footprints aim to teach children to value others' diversity and form a tolerant and cohesive community. Toys and

resources will reflect a range of cultures. Staff will ensure religious and cultural festivals will be recognised and celebrated. Any discriminatory remarks made by children will be taken as innocently as they are meant. Comments will be used as a conversation starter to discuss how we all have similarities and differences.

- Footprints ensures that the Fundamental British Values are embedded within our nursery to prevent our children and families been drawn into radicalisation.

Parents/carers are welcomed and encouraged into the nursery to educate staff and children about their culture, religion or profession at any time.

Although there are stairs to gain access to the babies and tots rooms the needs of parents/carers of children in these rooms will be catered for. For example a parent/carer with a physical impairment could be met at the bottom of the stairs by a familiar member of staff to collect the child. Similarly at the end of the day staff can take the child down stairs to the parent to give feedback on their child's day. The parent/carer will be provided with photographs and videos so they are able to see their child's room and share their child's experiences of what has happened throughout the day. Help will be offered to the parent/carer to support them in using the stairs if required.

In addition to this:

- Family customs, values, beliefs, religions, cultures, dietary requirements/preferences, dress code, hair and skin care and washing routines are welcomed at all times.
- Positive and friendly attitude and body language is used at all times to all parents, carers and visitors.
- This policy and all other policies and procedures are available and accessible to all parents/carers.
- Policies, procedures and other documentation are available in languages other than English if required.
- Policies, procedures and other documentation are verbally explained to parents/carers if required using language and terminology that is understood by the individual.

- Individual personalities are taken into account when sharing information and gestures to parents, carers and visitors.

**Remember: Parents/Carers are the first educator of their child and they know their child better than anyone else. Respect this.**

Footprints and its staff are committed to:

- 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.
- 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 childcare practice to ensure 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.

### **Staff**

It is the policy of Footprints not to discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. All staff are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds as specified in this policy. All staff are expected to participate in equality and inclusion training.

- All staff are expected to complete the Prevent Duty training on their induction certificates are placed in the staff individual folders. This training will last for three years.
- Staff train each other on courses they have attended by passing on relevant information at staff meetings or twilight meetings.
- Staff are non-judgemental with regard to any family or individual and their culture, religion, belief or way of life.
- Policies, procedures and any other documentation are available in languages other than English if required.
- Policies, procedures and other documentation are verbally explained to staff if required using language and terminology that is understood by the individual.
- Family customs, values, beliefs, religions, cultures, dietary requirements/preferences, dress code, hair and skin care and washing routines are welcomed at all times.
- Ramps are available to all for easy access.
- Recruitment policies are non-discriminatory and any job vacancies are advertised to a wide and diverse community.

## **Recruitment**

At Footprints we recruit, select, train and promote individuals on the basis of occupational skills requirements. In this respect, the nursery will ensure that no job applicant or employee will receive less favourable treatment on the grounds of age, sex, gender reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation and pregnancy or maternity which cannot be justified as being necessary for the safe and effective performance of their work or training.

Application forms will not include questions that potentially discriminate against the grounds specified in the statement of intent.

At interview, no questions will be posed which potentially discriminate against 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.