

Inclusion and Equality

Statement of intent

At Trinity TreeTots we take 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. We are 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 our 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 Mrs Jackie Bowen at the earliest opportunity. Appropriate steps will then be taken to investigate the matter and if such concerns are well-founded, disciplinary action will be invoked under the nursery's disciplinary policy.

Aims

- To ensure that no child is excluded or disadvantaged because of ethnicity, religion or culture, family background, gender, home language, special educational needs, ability or disability.
- To show respectful awareness of all the major events in the lives of the children and families in our setting and in our society as a whole, and to welcome the diversity of backgrounds from which they come.
- To ensure that all of our children and their families feel secure, included and valued.
- To ensure all nursery staff feel secure, included and valued.

Objectives

- To establish feelings of respect and trust with all children and their parents/carers.
- To treat each child as an individual and provide equality of opportunity within the nursery.
- To encourage self-confidence and a positive approach to learning in all children.
- To respond quickly to our children's learning and development needs.

In order to achieve this:-

1. We create a welcoming atmosphere for all.
2. We use a key person system to ensure the needs of each individual child are met and their feelings, ideas and behaviours are responded to sensitively.
3. We provide a nursery 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.
4. We strive to promote equal access to our service 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.
5. We aim to acknowledge all the festivals, which are celebrated in our area and/or by the families involved in the setting.
6. Without indoctrination in any specific faith, children are made aware of the festivals which are being celebrated by their own families and others, and are introduced where appropriate to the stories behind the festivals.
7. Before introducing a festival which the adults in the nursery are not familiar with, appropriate advice is sought from parents and other family members who are more knowledgeable.
8. We will effectively support children who move between different settings by communicating with their other professionals to ensure the children's needs are met and there is continuity in their learning.

9. We include and value the contribution of all families to our understanding of equality, inclusion and diversity.
10. We continually improve our knowledge and understanding of issues of equality, inclusion and diversity.
11. We acknowledge that in society discrimination does occur, but where it does it will be challenged.
12. We will ensure individuals (children, parents and staff) who are discriminated against will receive the full support of our setting.
13. We regularly review, monitor and evaluate the effectiveness of inclusive practices to ensure they promote and value diversity and difference and that the policy is effective and practices are non-discriminatory.

Role of the key person

The more we know about individual children the better we are able to support and extend their learning. Each child who attends our setting has a key person; they have a special responsibility for meeting the individual needs of each of their key children.

A key person works closely with their children's families gathering as much useful information as possible – finding out about their religions and cultural heritage, family life, hobbies, interests, likes and dislikes and home experiences.

They observe, talk and listen to their key children, watching how they like to play, noting choices they make, who they enjoy being with and what makes them feel confident, scared or frustrated. All of this information is used to tailor our planning to meet the needs of individual children, to extend their prior learning, to provide new challenges which are still within the child's reach and to provide appropriate resources to support their play.

- Our Key Person system is reviewed regularly to ensure that the child, their family and the nursery staff member all work well together. Parents/carers, children or key people can make a request for changes to be made at any time if problems arise or children make a strong bond with another adult in our setting.

The nursery and staff are committed to:

- 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, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote and value diversity and difference and that 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.

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:

- Making children feel valued and good about themselves
- Ensuring that all children have equal access to early learning and play opportunities
- Reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypical or derogatory images in the selection of materials

- Acknowledging and celebrating a wide range of religions, beliefs and festivals
- 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 early learning opportunities and are supported in their learning
- Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made
- Ensuring the medical, cultural and dietary needs of children are met
- Identifying a key person to each child who will continuously observe, assess and plan for children's learning and development
- Helping children to learn about a range of food and cultural approaches to meal times and to respect the differences among them.

The Early Years Foundation Stage (EYFS)

The EYFS enables us to deliver individualised learning and care to enhance the development of the children in our setting.

Children are able to progress at their own pace and are stretched and challenged appropriately.

Any children needing extra support are identified early (through our Key person system) and receive special consideration and support to fulfil their potential.

Our activities are used to encourage children to respect their own cultural backgrounds and beliefs and those of other people. They include:-

- Activities relating to a wide range of religious, ethnic and cultural festivals.
- Telling stories, listening to music and looking at pictures and sharing stories from a range of cultures and religions.
- Role-play activities that reflect a variety of cultures and life styles.
- Discussions with and between the children about similarities and differences.
- Ensuring activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination.

Discriminatory Behaviour and Remarks

Any discriminatory remarks, behaviour or language used by children, parents/carers or any other adults are unacceptable in our nursery. Our response will be to provide support for the victim(s), to help those responsible to understand and overcome their prejudices and to make it clear that such behaviour or remarks will not be tolerated.

Resources

We provide a broad and varied selection of toys and equipment which:-

- Gives our children a balanced view of the world and an appreciation of the diversity of our multicultural society.
- Are stimulating and appropriate for the varying ages and stages of development of our children.
- Our children like and enjoy

All materials are selected to help our children develop their self-respect and respect for other people by avoiding stereotypes and using images and words which reflect positively the contribution of all members of society.

We acknowledge parents as primary educators and encourage parental involvement as outlined in our partnership with parents policy. We build strong home links in order to enhance and extend children's learning both within the nursery environment and in the child's home.

Children with Special Educational Needs and Disabilities

We understand and recognise that children have a wide range of needs which are personal to them. Sometimes children need extra support to fulfil their potential and need special consideration. We respond quickly and appropriately to meet their needs by:-

- Providing extra adult support as necessary.
- Seeking advice and support from other professionals and agencies to support us in identifying and meeting particular children's needs.
- By working in a partnership with parents/carers, other professionals and other settings attended by our children.

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 cultural approaches to meal times and to respect the differences among them.

Information and meetings

Information about the nursery, its activities and children's development will be given in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents can access the information they need.

Wherever possible, meetings will be arranged to give all families options to attend and contribute their ideas about the running of the nursery.

Special Consideration for Employees

At Trinity TreeTots we recognise that certain employees such as young persons, new and expectant mothers and persons with a disability may require special consideration.

Legal requirements

The nursery follows the legal requirements set out in The Management of Health and Safety at Work Regulations 1992 and the Equality Act 2010. Our Health and Safety Policy has regard to any employees requiring special consideration at the commencement of employment and during the course of it. The following procedure is followed.

Procedure

The nursery manager:

- Assesses any employee requiring special consideration in conjunction with the individual on induction to the nursery or when their condition or disablement comes to light
- Carries out any risks assessments relating to the occupation of such workers
- Agrees with the worker any necessary special measures such as training and supervision, arrangements, modifications and medical surveillance
- Carries out further assessments and reviews at least annually, or if and when any changes to the special circumstances or environment occur.

Disabilities

If you are disabled or become disabled, we encourage you to tell us about your condition so that we can consider what reasonable adjustments or support may be appropriate.

Part-time and fixed-term work

Part-time and fixed-term employees should be treated the same as comparable full-time or permanent employees and enjoy no less favourable terms and conditions (on a pro-rata basis where appropriate), unless different treatment is justified.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>5th March 2021</i>		<i>March 2022</i>