The Early Years Nursery School Alliance

HELEN GIBSON AND CLERVAUX NURSERY SCHOOL AND KIDS CLUBS

EQUALITY AND DIVERSITY POLICY

March 26

SINGLE EQUALITY POLICY
This policy is to be read in conjunction with our Equality Plan

Equality Statement:
At Helen Gibson and Clervaux Nursery and Kids Club we embrace diversity, challenge all discrimination and celebrate that we are all unique.
WE AIM TO:

- Make Helen Gibson and Clervaux Nursery and Kids Club a welcoming, safe and happy place where we all feel comfortable, confident and valued for whom we are.
- Treat everyone fairly, learn about other people's differences and know that we each have our own individual characteristics recognised.
- Ensure that all staff at Helen Gibson and Clervaux Nursery and Kids Club feel equally valued regardless of job role
- Educate and inform users, parents, carers and staff about equality, diversity and inclusion following agreed procedures and strategies
- Make the policy known to parents and carers, staff, children and other users + service providers.
- Ensure that all users and staff understand, commit to and carry out the Equality policy and the strategies used to promote equality.
- Continuously review the policy and action plan to ensure they remain effective.
- Underpin our Mission, Vision and Values by The Equality Act 2010
- Keep leadership and staff up to date with current issues affecting equality, diversity and inclusion.
- Challenge prejudice and discrimination by users, parents, carers and staff following agreed procedures and strategies

Our Philosophy:

We recognise that:
All families and individuals are different and face different challenges.

Equality is not about treating everyone the same but treating everyone fairly.

Some groups in society have language, social, economic or other barriers to success, are at risk of underachievement and may need more encouragement to access services.

Children, families and workers come to our Nursery Schools and Kids Club from a variety of backgrounds and beliefs, have a variety of individual needs, including medical and that some may face discrimination.

We believe that:
Everyone deserves the chance to have a good start in life, and that all children and adults can have their individual qualities, abilities and needs recognised and be treated fairly and with respect.

We can make a difference for all children and families at Helen Gibson and Clervaux Nursery School and Kids Club by embracing diversity, meeting individual needs and empowering all users.

We can promote equality and respect by providing opportunities to broaden everyone's knowledge and understanding of similarities and differences through a range of strategies, positive visual images and resources.

It is unacceptable to discriminate against others or treat people badly, through opinions, language or behaviour, because of who they are.

The Single Equality Duty:

The Equality Act is a law in the UK. It came into force on 1st October 2010.
The Equality Act brings together all UK laws about inequality and discrimination.
The Equality Act says that public organisations, including schools, have to take action to make things equal for the people who work for them and use their services. This is called a Single Public Sector Equality Duty.
The Duty says that organisations must:
1. Make sure discrimination; harassment and victimisation do not happen.
2. Take positive action so there is more equal opportunity for everyone.
3. Do our best to help everyone at Helen Gibson and Clervaux Nursery School and Kids Club get on better.

The Equality Act mentions 9 'protected characteristics'. A 'protected characteristic' is a list of identities or circumstances that people must not be discriminated about by law. The 9 protected characteristics are:
Age
Disability
Gender reassignment
Marriage and civil partnership
Pregnancy and maternity
Race
Religion and belief
Sex
Sexual orientation.

From September 1st 2014 Section 100 of the Children and Families Act 2014 places a statutory duty on governing bodies of maintained schools, proprietors of academies and management committees of PRUs to make arrangements for supporting pupils at their school with medical conditions. We aim to ensure that all children have an equal right to education and therefore fully support this and have policies and procedures in to support this.

Helen Gibson and Clervaux Nursery School and Kids Club is committed to taking positive action based on the Equality Act and to making sure that staff are aware of the law and how to put it into practice.
Roles and responsibilities:

South Tyneside has an Equal Opportunities Policy which all staff must follow. All staff are employed to do a job and to carry out their duties according to the school's guidelines, policies and ethos. Everyone who works at The Early Years Nursery School Alliance (including contractors, students and volunteers) has a responsibility to promote equality and inclusion, and challenge discrimination.
Jenny Parker and C Aberdeen are the governors responsible for making sure the Nursery Schools comply with all current equality legislation and making sure this policy and its procedures are followed.

The Executive Head teacher is responsible for:
Making sure the policy is readily available and that the governors, staff, parents and carers know about it.
Making sure its procedures are followed.
Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
Making sure all staff know their responsibilities and receive training and support in carrying these out
Taking appropriate action in cases of harassment and discrimination
Recording and reporting Racial Incidents to South Tyneside council.
Overseeing and promoting equality practices in the Nursery Schools
Coordinating and monitoring work on equality issues
Monitoring the progress and attainment of all children to ensure that no groups are underachieving
Identifying gaps in provision and resources
Identifying training needs in conjunction with staff
Promoting respect for all in keeping with our British Values

Staff are responsible for:
Dealing with discrimination – including racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping
Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender and gender identity, disability, religion or belief, sexual orientation or socio-economic circumstances
Taking up training and learning opportunities

Monitoring, reviewing, assessing impact:
This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Our Procedures:
How we promote equality in general:
Helen Gibson and Clervaux Nursery School and Kids Club has a professional, dedicated, multi-skilled, highly qualified and diverse team of staff who have lots of experience of working in a our community.

We have a welcoming and open environment, building good relationships and communication between staff, parents and other members of the community and encouraging people to share information about their cultures and individual or family needs and interests.

There is a positive attitude amongst staff towards diversity and inclusion and treating everyone as equally valuable. We listen to each other, are open to discussion and ideas and we respect each other's feelings, views, choices, backgrounds and beliefs.

Our ethos, management and governors support inclusive practice. There is 100% commitment by staff to wanting the best for every child and being prepared to review our work + make changes to ensure best practice.

There are clear procedures and policies for staff and parents to follow and understand, including a strong Behaviour Policy, Medication Policy and SEN Information Report.

Information is communicated clearly in leaflets, letters, and newsletters for parents. Parents are also given verbal information on a daily basis. The website is now used to update parents and the community regularly.

We have training and meetings to develop staffs awareness, knowledge and understanding of the need for an equality policy and of practices to promote equality.

The children mix naturally and make friends with each other regardless of each other's background or ethnic origin. Staff actively support all children to play and share together.

We promote the EYFS curriculum and Every Child Matters Outcomes, recognising that a holistic approach is most effective and inclusive.

We plan carefully, using and acquiring the resources needed to be inclusive for all.

We use child-focused teaching methods e.g. encouraging children to share their own experiences, listening to them with respect, giving them choices, finding out how carers/ partners and other family members are referred to at home and building on their existing skills, knowledge and interest to extend their learning.

We have resources reflecting diversity, similarities and differences including: books, stories, songs, instruments, communication strategies, photographs, posters, puppets, dolls, play-people, role-play and dressing up props, artefacts, cooking and eating activity resources.

When using these resources we promote equality, positive self-image and self-esteem by:

Modelling a positive attitude towards difference/diversity/inclusion
Showing respect for different family circumstances
Discussing feelings + emotions and listening with respect
Introducing alternative or current vocabulary to describe difference
Emphasising that everyone has their own skills to use, everyone is special, and that team work is good
Using familiar, relevant, non-stereotypical images
Reflecting the children's real experiences of themselves or family members
Sharing the way we behave with each other
Praising and appreciating each other
Using different forms of communication e.g. signs and symbols we can all understand
Stating facts and respecting feelings e.g. if child asks "why is…… different?"
Highlighting similarities rather than differences e.g. between disabled and non-disabled people
Using opportunities to discuss different gender roles, challenge stereotypes and support a range of gender expression.
Talking about different types of families
Discussing different hair types, how they can be styled differently
Showing genuine interest in different cultures, e.g. through a willingness to try a variety of foods.
Positive modelling of non-discriminatory behaviour
Gently picking up on inappropriate language or teasing
Encouraging children to play and share together
Books and resources are available and used all year round + across all areas of the curriculum

Examples of what we avoid doing/saying

Being negative about different types of hair/accent/skin colour/food
Ignoring, dismissing or laughing at other peoples feelings
Depicting disabled people as silly/useless/ victims needing to be helped/pitied
Asking closed questions that only allow a "yes/no" answer
Putting our own opinions on the children
Making personal comments about others appearance, beliefs or practices.
Singling out a topic to work on in isolation that only represents one point of view

How we challenge inequality, prejudice and discrimination by adults:

General principles
Listen to individuals concerns
Use opportunities to share info about religions, beliefs, cultures and lifestyles
If unsure check and get back to with information
Explain the educational aim/ rationale behind our methods e.g. why we encourage non-stereotypical role play
Remove individuals from heated situations, remain calm
Consider witnesses to incidents, send clear message non tolerance
Challenge the behaviour not the person
Make an appointment to talk away from children/ other parents

Everyone to take responsibility for challenging discriminatory behaviour/ language
Always check that the information you provide is correct rather than making an assumption

Additional principles for staff:
It is not appropriate for members of staff to discuss their own personal views with children or parents/carers.
It is only appropriate to discuss personal views with other staff if they are open to it.
We need to be sensitive to others views and feelings, respect each other's entitlement to hold different views and beliefs.
Staff should provide opportunities for exploring experiences and ideas, and listen to children and parents/carers sensitively, sympathetically or positively, but stay neutral themselves.
Staff can discuss with their line managers any religious or cultural needs which conflict with working requirements
Share and re-visit reasonable adjustments with all staff

How we challenge inequality, prejudice and discrimination by children:
Using resources to promote equality
Looking after each other
Following the Behaviour policy
Refer concerns about any discriminatory behaviour or language to their key worker and Head Teacher
Raise these concerns with parents/carers
Share relevant information about children and strategies with the staff involved with that child.

Examples of what we will say when challenging inequality, prejudice + discrimination:
We include everyone
Equality doesn't mean treating everyone the same, it means treating everyone fairly
We respect and listen to everyone
I'm sorry you feel that way but our policy is to recognise that families come in different variations and to respect diversity

APPENDIX 1: WHAT IS DISCRIMINATION?

The Equality Act mentions two types of discrimination: direct and indirect. Both are unlawful. Direct discrimination means someone is deliberately treated less favourably because of their protected characteristic. A protected characteristic is a list of identities or circumstances that people must not be discriminated about by law. The 9 protected characteristics are:

Age

Disability

Gender reassignment

Marriage and civil partnership

Pregnancy and maternity

Race

Religion and belief

Sex

Sexual orientation.

Indirect discrimination happens when an organisation or individual does something without meaning to discriminate but the action does actually put someone with a protected characteristic at a disadvantage.

People can also experience harassment if an organisation or individual does something that "violates their dignity or makes the environment intimidating, hostile, degrading, humiliating or offensive". This is against the law.

Helen Gibson and Clervaux Nursery has a legal duty to make sure that it doesn't discriminate or harass anyone. We also have a legal duty to take action if any staff member user does something that discriminates or harasses anyone in the school or club.

APPENDIX 2 Additional strategies to promote equality:
(AGE)

Welcome the grandparents who bring children to the Nursery
Have a wide age range of staff including students
Encourage parents to bring in their new babies to bath, feed, show to the children.

(RELIGIOUS BELIEF)
Celebrate Chinese New Year, Christmas, Eid and other festivals relevant to the children
Support Muslim volunteers and child minders
Respect each other's religious beliefs or lack of belief as being equally important.

(SEXUAL ORIENTATION)
Sexual orientation means who an adult is attracted to, whether this is men, women or both. Men who are attracted to other men are called gay. Women who are attracted to other women are called lesbian or gay women. Someone who is attracted to both men and women is called bisexual. Heterosexual means a woman who is attracted to a man or a man who is attracted to a woman.
Find out what same sex parents are called by their children and use those terms
Explain that greeting cards (Mothers Day, Fathers Day, other celebrations) could be for any special person in their family or their life, ask them what they want you to write on their card – and if they don't want to write anything that's ok

(DISABILITY)
The Disability Discrimination Act (DDA) says a disabled person is someone who has a physical or mental impairment that has a substantial and long-term effects on their ability to carry out the day-to-day activities that most people expect to do for themselves.

We rearrange furniture to accommodate children with disabilities
We initiate EHPs to access support for children and families
We provide a range of support for children with communication or development needs
Key workers plan for children's individual needs
We work closely with Specialist support agencies including Health and South Tyneside Portage and Pre Schools

(RACE)
Race is a word used to mean a number of things about someone's ethnic identity, including where someone was born (their nationality), where their family comes from, and which communities, cultures and/or countries they feel are part of who they are.

We prepare welcome signs in different languages to display in the school.
We ensure that our celebrations are well prepared and meaningful for all children
Learn songs and rhymes from different cultures and in different languages

(GENDER AND GENDER IDENTITY)
Gender is about being male (a boy or a man) or female (a girl or a woman), neither or both. Gender identity is not just about your body but also about how you feel about your gender and what society expects males and females should behave.
For some people, their gender identity and their body do not match or might not fit into what society says about being male or female. Some people choose to take action to change their body and/or their gender identity, sometimes undergoing gender reassignment. This is called being a trans or transgendered person. Anyone who is planning or in a process of transitioning around gender, whether or not they undergo surgery or medical treatment, is covered by the protected characteristic of gender reassignment.

We support all children to participate in dance, role-play, dressing up, climbing, ball games, technology and other activities which could be socially gender-biased
We plan for individual children's interests and learning styles, e.g. many, but not all, boys have a more active style of learning than girls, and vice versa.
We welcome male job applicants, volunteers, supply staff, parent governors, Child Minders and NVQ or work experience students
Encourage fathers into the classrooms

(SOCIO-ECONOMIC)

Links with Social Care
Appropriate Childcare Qualifications + training for staff
Healthy food policy + courses
Staff sensitivity to children sharing information within the group about their home circumstances, (e.g. holidays)
Some flexibility in meeting times for working parents e.g. KW conferences

(COMMUNITY COHESION)
We aim to welcome everyone into the Nursery with a smile and a positive attitude
We ensure that the displays give positive feedback about race, religions and diverse families
We aim to take our children out into the community and forge greater links with members who support us in the community e.g. the Police or fire brigade