



2.4 Valuing Diversity and Promoting Equality

Policy Statement

It is the policy of Miss Delaney's to provide and encourage Equal Opportunities in terms of employment/recruitment, admissions, education and care. We have a responsibility to ensure positive attitudes to diversity and difference. Not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society. All staff are valued for the knowledge and differences they bring to the nursery.

Under no circumstances will we discriminate against any adult or child on the grounds of age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation. All adults and children must be equally respected and treated as individuals.

We all live and work in an ever-changing world. Miss Delaney's believes in keeping abreast with today's issues and we strive to stamp out unfair and biased practices if and wherever they present themselves within our Nursery environment. We encourage a diverse community in which all individuals may contribute as fully as possible. The Nursery requests that staff, parents/carers and children behave in a non-discriminatory manner and expect their full support in changing Nursery practices that discard or restrict equality.

Miss Delaney's 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 arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures.

The main types of families are nuclear families, extended families, single-parent families, same sex parents and reconstituted families. Some children have close links with extended families of grandparents, aunts, uncles and cousins; while others may be more removed from close kin or may live with other relatives or foster carers.

Some children have needs that arise from disability or impairment or may have parents that are affected by disability or impairment. Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors affect the well-being of children and can impact on their learning and attainment. Our setting 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 of 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 gender choices, 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
- promote & foster good relations between all communities.

Procedures

Admissions

Our setting is open to all members of the community.

- We provide information in clear, concise language, whether in spoken or written form.
- When requested, we would provide information in another language by using a known organisation to translate our documents: 'Central Translations' in London.
- We base our Admissions Policy on a fair system.
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Equality 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 reasons relating to disability. Wherever possible, that we have a balanced intake of boys and girls in the setting and develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered.

Miss Delaney's takes 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. making assumptions about someone's sexual orientation because of their mannerisms or how they speak.

Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on, or around, the premises. They will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

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.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- 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.
- The Nursery will appoint the best person for each job.
- Commitment to implementing our Nursery's 'Equal Opportunities' policy will form part of the job description for all workers.

Training

- Miss Delaney's seeks 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 that staff are confident and fully trained in administering relevant medicines and performing care procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.

Curriculum

- The curriculum offered at Miss Delaney's encourages children to develop positive attitudes about themselves as well as to people who are different from them. It encourages children to empathise with others and begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and service users. If access to the settings is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate this. We do this by:

- making children feel valued and good about themselves and others;
- ensuring that children have equality of access to learning;
- undertaking an access audit to establish if the setting is accessible to all children;
- 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 different learning styles;
- 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;
- 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;
- ensuring appropriate opportunities are given to children to explore, acknowledge and value similarities and differences between themselves and others around them.

Valuing diversity in families

- Our Nursery recognises that many different types of family group can and do successfully love and care for their children. Miss Delaney's aims to offer support to all our 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 parents 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.

Festivals

Our main aim is to show respectful awareness of all major events in the lives of our families within our setting, society as a whole and welcome the diversity of the backgrounds from which we come. In order to achieve this, we:

- Acknowledge all festivals which are celebrated by our families;
- Without indoctrination in any specific faith, our children will be made aware of festivals by means of a 'topic' using supporting and appropriate materials to support this learning;
- Before introducing a festival with which we may not be familiar ourselves, appropriate advice will be sought;
- We welcome parent interaction and sharing of their family festival;
- We positively encourage our children to enjoy taking part in a range of festivals through exploring experiences, stories, props, celebration foodstuffs or clothing (dressing-up activities). We fully support and will promote a better understanding that we are a part of the diversity of life.

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.

Additional/Special Needs

Miss Delaney's recognises that children have a wide range of different needs and that these needs may differ from time to time. We will consider the part that we will play in meeting those needs to the best of our ability.

Resources

Our resources are chosen to give our children a balanced view of their world and an appreciation of the rich diversity of our multi-racial society. Resources and materials will be selected to help children to develop their self-respect and to respect others by avoiding stereotypes.

Monitoring and Reviewing

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

Behaviour

Any discriminatory language, behaviour or remarks by children, parents, chosen representatives or staff are unacceptable in Miss Delaney's. Please refer to our 'Behaviour' policy for further information.

Building Access

Making sure that all new buildings can be fully and easily used by all sections of the community is an important aspect of the Building Regulations. One of the requirements of the regulations is that "reasonable provision shall be made to enable disabled people to gain access to relevant premises". Ramps are essential to enable wheelchair users to overcome level changes. A portable ramp is located in the reception office at Avondale Park Lodge.

Keeping this in mind, we have made the school as accessible as possible in the following ways:

- The pathway leading from the front gate has been adapted to provide step free access to the main entrance through the provision of a removal ramp.
- Removable ramps are provided to allow step free access onto the porch. Any persons wishing to use these should provide prior warning so that these may be made ready.

Legal Framework:

The Equality Act 2010 replaces previous anti discrimination laws with a single Act. A key provision is a public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and also covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims and it requires public bodies to have due regard for

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the need to: eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act; advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations between people who share a protected characteristic and people who do not share it. Schools are now required to comply with the Equality Duty.

Name of signatory: *Lisa Murray*

Role of signatory: *Headteacher*

Reviewed by L. Murray July 2024. To be reviewed July 2025.