

Inclusion and Equality Policy

Statement of Intent

Sunnydale Nursery Ltd 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. 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 ground of gender, age, race, religion, or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy or maternity, ethnicity or national origin, or political belief has no place within Sunnydale Nursery Ltd.

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 the duty to report the matter to the attention of the Nursery Manager (Gemma Bull).

The Legal Framework for this Policy is Based on

- The Equality Act 2010.
- The Children Act 2004.
- The Care Standards Act 2002.
- The Childcare Act 2006.
- The Children (Scotland) Act 1995.
- The Special Educational Needs and Disability Act 2001.

The Setting Staff are Committed to:

- Recruiting, selecting, training and promoting individuals on the basis of occupational skill requirements. In this respect, Sunnydale Nursery Ltd 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 working or training.
- 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 settings ability to provide the necessary standards 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 enables all of our children to flourish and where all contributions are valued.
- Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity.



- Provide positive, non-stereotypical information.
- Continually improving our knowledge and understanding of issues of quality, inclusion and diversity.
- Regularly reviewing childcare practice to ensure the policy is effective and practices are non-discriminatory.
- Making inclusions a thread, which runs entirely through the setting, for example, by encouraging positive role models through the use of resources, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour (see dealing with discriminatory behaviour policy).

Admissions/Service Provision

- The setting is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy.
- The setting will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the company within targeted age groups, working with external agencies where necessary.

Recruitment

- All members of the selection group will be committed to the inclusive practice set out in this policy and will have received appropriate training in the regard.
- Application forms will be sent out along with a copy of the equal opportunities monitoring form.
- 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 and 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.
- A panel of professionals will make up the interview panel to prevent unconscious bias. This will be made up of the Nursery Manager and/or Deputy Manager and our Nursery Administrator.

Staff

- It is the policy of Sunnydale Nursery Ltd 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.

Training

- The setting recognises the importance of the training as a key factor in the implementation of an effective inclusion and equality and diversity training on an annual basis. This will be delivered by the Nursery SENCO and followed up with some online training appropriate to the needs of the current cohort of

children. All staff working with children will access the SEND Code of Practice online training with our training provider EYRS.

Early Learning Framework

Early learning opportunities offered in the setting encourage children to develop positive attitudes to people who are different to 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 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 religious 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 the early learning opportunities and are supported in their learning.

Food

- We work in partnership with parents/carers to ensure that medical, cultural and dietary needs of children are met.
- We will help children to learn about a range of food and cultural approaches to mealtimes and to respect the differences amongst them.

Meetings

- Information about meetings and activities will be communicated in a variety of ways according to individual needs (written, verbal, and translated), to ensure that all parents/carers have information which they can access.

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