



## Goodway Nursery School

# Equality and Diversity Policy

Date policy adopted:

Signed:  
Chair of Governing Body

### Our school values

- Respect** - respecting children's rights, treating each other with dignity and valuing each person's individual identity
- Security** - creating an environment where children feel safe, both emotionally and physically, building their resilience through secure attachments
- Relationships** - encouraging kindness and developing relationships where children and families are listened to and feel valued
- Inclusion** - creating an enabling environment where children and families feel a sense of belonging and ensuring equality of opportunity for everyone
- Learning** - reflecting on our practice together, co-constructing learning with children and extending their learning by providing experiences that provoke curiosity and exploration
- Empowerment** - encouraging children to become confident and independent, equipping them to participate in decision making, resolve conflict and make positive choices

### We are a Unicef Rights Respecting School

This policy links to the UN Convention on the Rights of the child:

- Article 2 Non-discrimination** The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
- Article 3 Best interests of the child** The best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 8 Protection and preservation of identity** Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.
- Article 12 Respect for the views of the child** Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.
- Article 13 Freedom of expression** Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- Article 14 Freedom of thought, belief and religion** Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.
- Article 15 Freedom of association** Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.
- Article 19 Protection from violence, abuse and neglect** Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
- Article 23 Children with a disability** A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families..
- Article 27 Adequate standard of living** Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.
- Article 28 Right to education** Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.
- Article 29 Goals of education** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- Article 30: Culture** Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.
- Article 31 Leisure, play and culture** Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

We are committed to safeguarding and promoting the wellbeing of all children, and expect our staff and volunteers to share this commitment.

# Equality and Diversity Policy

## Aims

Our Nursery School is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families.

We are proud of our diverse school community. We develop children's understanding of their own identity and the diverse cultures in our community, involving parents in this.

We are an inclusive school with excellent links with support services. Children with Special Educational Needs and Disabilities are well supported.

We aim to:

- Respect the rights of all our pupils, families, staff and members of the school community
- Provide a secure environment in which all our children can flourish and in which all contributions are valued
- Include and value the contribution of all families to our understanding of equality and diversity
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
- Make inclusive practice a thread that runs through all of the activities of the school

The legal framework for this policy is

- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1986
- Children Act 1989
- Special Educational Needs and Disability Act 2001.
- Equality Act 2010

## Admissions

Our school is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We base our admissions policy on a fair system in accordance to the Birmingham Local Authority guidelines.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background.
- We welcome children with disabilities and will do our best to meet their needs by working closely with parents and other agencies.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered. (See Accessibility Plan)
- We take action against any discriminatory behaviour by staff or parents. Displays of openly racist insignia, distribution of racist material, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

## 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 of the Race Relations Act and the Sex Discrimination Act where this is necessary 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 Criminal Records Bureau. This ensures fairness in the deletion process.
- All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

### **Training**

- We seek out training opportunities for staff, parents and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion.

### **Curriculum**

The curriculum offered in the nursery school encourages children to develop positive attitudes about themselves as well as to people who are different from them. We encourage children to respect and empathise with others.

We do this by

- We use diverse 'Group friend' puppets; celebrate a range of festivals and provide resources and stories from a range of cultures.
- Using a Conflict Resolution approach to managing conflict
- Making children feel valued and supporting positive self-esteem
- Ensuring that children have equality of access to learning
- Making appropriate provision within the curriculum to ensure each child accesses a range of opportunities to develop their skills and abilities
- Positively reflecting a wide range of communities in the choice of resources
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials
- Avoiding stereotypes in role play and supporting children to explore identities
- Learning about and or celebrating a range of festivals
- Creating an environment of mutual respect and tolerance
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable
- We are aware of the effect gender stereotyping can have on girls and the need to challenge gender stereotypes and empower girls in their play.
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities
- We learn to say 'hello' in different languages,
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages by providing dual language books and pairing children where possible

### **Rights Respecting School**

Unicef Rights Respecting School ethos threads through our work, developing children's understanding of their rights and the rights of others. This is evident in interactions between staff and children, where staff listen to children and children show respect for each other and for adults. Children contribute to planning their learning and learn about their rights at home with our 'Rights Respecting Teddy'.

### **Valuing diversity in families**

- We welcome the diversity of family lifestyles and celebrate all families.
- We promote anti racism, celebrate diversity and promote children's rights
- We encourage children to contribute stories of their everyday life to the nursery.
- We read stories depicting a range of family compositions

- We encourage parents/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 do our best to facilitate communication by speaking as simply as possible, using body language and gestures, and developing relationships.

**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 of cultural approaches to mealtimes and eating, and to respect the differences among them.