



## Early Education & Childcare

### Equal Opportunities and Inclusion Policy

#### Aims:

- To ensure every child's individual needs are met.
- To ensure every child is valued and supported in achieving their full potential.
- To promote positive relationships with parents and other specialist agencies, in order to achieve the best possible outcomes for all children.
- To promote and value Equality Diversity Inclusion and Belonging, differences and ensure any inappropriate attitudes are challenged.
- To encourage children to value and respect others.
- To outline our commitment to fair access to nursery spaces and recruitment of staff.

#### Statement of Intent

BS3 Community Development recognises that everyone has an equal right to contribute to, and benefit from its services, as well as to the wider community and society. It also acknowledges that discriminatory practices and disadvantages do exist within society. In both its capacity as an employer and a service provider, the organisation will ensure that all efforts are made to prevent discrimination or unfair treatment against any child, family, employee, volunteer, or other service user on the grounds of:

Race, Nationality, Ethnic Origin, Gender, Sexuality, Marital Status, Age, Ability, Beliefs, Culture or Social and Socio-Economic Classification.

It is recognised that specific and positive programmes of action are necessary to ensure that the aims of this policy are met. The Early Education & Childcare leadership team will take responsibility for ensuring that practice, policy, and objectives are reviewed and reflected upon on an on-going basis. This includes the use of a self-evaluative framework, the Bristol Standard, which encourages reflection on related practice. In addition, we receive monthly visits from an Inclusion Specialist from the Bristol Early Years Inclusion Team, and bi-yearly Lead Teacher visits, which provide opportunities to reflect on practice.

This policy will apply to all staff, students, volunteers, and service users as a condition of their links with the setting.

## **Including all Children**

To ensure all children's needs are met we aim to find out as much as possible through partnership with parents, all about me forms about each child and ensure the provision we offer reflects this. This includes using observations from the setting and the home to inform planning and asking children what they want from their setting.

Practitioners approach every aspect of provision with inclusive play in mind and therefore value is placed upon the following objectives:

- Providing and promoting positive role models for gender, culture, race, and ability.
- Providing positive images of people from a range of backgrounds, lifestyles, races, cultures, abilities, and gender.
- Promoting equal access to resources.
- Providing equal access to opportunities, including provision of additional support and partnership with other agencies/professionals where necessary.
- Making every effort to remove the social and physical barriers which cause disability.
- Valuing and supporting all children; including celebrating their interests and achievements.
- Challenging any inappropriate attitudes, comments or actions which occur in or around the setting. Including any made by parents, children or staff/volunteers.

## **Including all Parents/ carers**

We recognise and respect the diversity of all families accessing our services and welcome all. We strive for ensuring information material is easily accessible in other languages other than English.

## **Encouraging Children to Value Others**

Any relevant opportunities to promote respect between children will be maximised. This includes discussion times and planned activities as well as any opportunities which present themselves during play.

One of BS3 Community Development's objectives is to maximise opportunities for children to learn about others, for example by promoting inter-generational activity in partnership with elderly day care or inviting parents to lead singing sessions in a different language.

## **Behaviour**

BS3 Community Development set and expect high standards of behaviour from all staff to role model to our children. Any language or behaviour which is deemed as racist, sexist, homophobic or potentially offensive to any minority group, is totally unacceptable and will be challenged. Staff within BS3 Community refer to all children, as children and our local residents or adults visiting our centres are referred to as our friends.

**Equality and Equity is a key factor in supporting all our service users. See poster.**

## **Recruitment and Spaces**

Individual policies exist for both recruitment and admissions, the aim is for these to ensure equal opportunities are given in relation to job vacancies and nursery spaces. Both policies exist in connection with this policy and should be interpreted alongside it.

A key aspect of the organisation's business plan is to work towards further developing access to nursery spaces by; developing additional nursery provision in order to support more families and introducing spaces specifically for children who are entitled to a 2 year old entitlement space.

## **Review and Training**

This policy will be reviewed at any point if deemed necessary or formally on a yearly basis.

We are committed to developing the quality of provision at the setting and therefore all staff will be actively encouraged to attend relevant training.

## **Relevant Contacts & Legislation**

### *Contacts:*

Early Years Portage & Inclusion Team  
Bristol Education Centre  
0117 903 1290

Bristol Association for Neighbourhood Daycare  
0117 954 2128

### *Legislation:*

We are actively working in accordance with:

- Equalities Act (2010)
- Children's Act (2004)
- Children and Family Act (2014)
- Human Rights Act (1998)

Reviewed August 2020

### ***Related documentation:***

- *BS3 Community Development Staff Handbook*
- *4. Admissions Policy*
- *11. Recruitment Policy*
- *18. SEN Policy*
- *Parents as Partners file*
- *SEN Code of Practice*

