



Equal Opportunities Policy

Policy Statement:

The setting will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that come from differing ethnic heritage, social and economic backgrounds, regardless of gender, ability or disability. The setting will be committed promoting equality of opportunity and valuing diversity for all children and families. Staff will aim to understand the issues children and families may face and welcome the view and experiences parents may offer. Staff will follow the agreed principle and ensure there is a flexible approach to planning and organising the curriculum on a daily basis for individuals and groups of children.

It is our intention to make the setting accessible to children and families from all sections of the local community. We will aim to ensure that all sections of the community have access to the setting through open, fair and clearly communicated procedures.

Admissions:

We will ensure that the existence of the setting is widely advertised in places accessible to all sections of the community.

We will ensure that the 'Equal Opportunities Policy' is widely known and available to those who use the setting.

We will be flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all children.

We aim to:

- Respect individuals within the setting
- Celebrate cultural differences

- Celebrate differences within ourselves and support each other in recognising these differences.
- Implement a multicultural environment.
- Ensure equal access to all activities.
- Monitor policies in order to ensure inclusion of all parents and children
- Reflect a positive image and attitudes at all time.
- Provide quality learning experiences and to monitor individual children's progress by effective record keeping.
- Ensure that the Equal Opportunities policy is put into practice and adhered to at all times by all staff.

Transition into the setting Planning and preparation for transition may involve a range of different elements, though these are not necessarily separate activities. They are likely to include: • establishing relationships • sharing information • visits • creating continuities • preparation in the setting • training and support • settling in and follow up Section 10 Transitions Page 2 of 7

Successful transition for disabled children and children with SEN has its foundation in good practice for all children. Where a child's needs have been identified before they are admitted to the setting, transition is likely to require more detailed planning, the closer participation of parents and the sharing of a wider range of information. The period of planning and preparation is likely to involve the SENCO as well as the allocated key person and, for some children, the involvement a wider range of professionals. Different settings plan transition in different ways and leaders decide how to support the process. In the sections below, it is assumed that the key person is leading the transition process with the support and involvement of the SENCO. At different stages and for different children and families, the SENCO may be more involved.

Establishing relationships: Successful transition preparation begins early so that there is time to establish good communication and build a trusting relationship between home and setting by the time the child starts attending the setting. Sharing information: Information is shared through the compl

Curriculum:

The curriculum offered in the setting will encourage children to develop positive attitudes about themselves and others. It will encourage children to empathise with others and to begin to develop the skills of critical thinking.

Gender:

Boys and girls will be encouraged to participate in a range of activities which extend and broaden their skills, attitudes and knowledge. All children will be offered opportunities to develop socially, emotionally, physically, intellectually, creativity and linguistically. Staff act as role models and positive images of men and women are displayed. Staff will not stereo type and they will reinforce the equality of men and women in the world.

Ethnicity:

It is important that we celebrate children's cultural heritage. Staff access information about the children on entry via care plans and registration forms. The nursery forges partnerships with parents informing and sharing the nurseries aims and objectives. Staff will embrace the contributions parents offer and plan to offer an environment rich in resources which reflects the multi-cultural society we live in. We will try to incorporate a variety of multi-cultural festivals into our planning and encourage all children and parents to join in the celebrations.

Race Equality:

The Race Relations Act 1976 places a duty on most public bodies to promote race equality. The duty means authorities must:

- Eliminate unlawful discrimination
- Promote equality of opportunity
- Promote good relationships between people of different racial groups

Monitoring and reviewing:

To ensure our policies and procedures remain effective, we will monitor and review them annually to ensure our strategies meet the overall aims to promote equality.

Legal Framework:

The equality Act 2010

Disability Discrimination Act (DDA) 1995, 2005

Race Relations Act 1976

Race Relations Amendments Act 2000

Sex Discrimination Act 1975, 1986

Children Act 1989, 2004

Special Educational Needs and Disability Act 2001

Policy Date: February 2020	Date to be reviewed: February 2021
Name of Signatory: Kristy Renshaw	Position: Manager
Signature:	<i>Signed on behalf of Apple Day Nursery</i>