

## EQUALITY OF OPPORTUNITIES POLICY

NSPo9  
v5

Statutory Framework for EYFS 2017, Page 5 paragraph 3

Statutory Framework for EYFS 2017, Page 30 paragraph 3.58

Working Together to Safeguard Children 2018

Equality Act 2010

POLICY	REFERENCE	FORM
NSPo11 - Inclusion Policy	NSR6 – Special Educational Needs and Disability Code of Practice	NSF10 – Designated Responsibilities
NMPo5 - Admissions Policy	NSR11 – Removing Barriers	NSF19 – Equal Opportunities Survey
	NSR12 – Every Child Matters: Next Steps	NSF20 – Equal Opportunities Summary
	NSR32 – What Equality Law Means for You as an Education Provider: Schools	

In 2011 a single equality duty covering all seven equality strands defined in the Equality Act 2010 i.e. race, gender, gender identity, disability, age, religion or belief and sexual orientation came into force.

Wellingtons for Langley Hall accepts its responsibility to operate within the terms of the Equality Act 2010 and Human Rights Act (2000).

This policy should be read in conjunction with Inclusion Policy **NSPo11**.

It is the policy of Wellingtons for Langley Hall to recognize and acknowledge that each child is an individual and that all diversities of personalities, abilities, culture and character will be respected and nurtured without racial, gender or other forms of stereotyping. Staff will act as role models for children and parents and inappropriate attitudes or behaviours will be challenged through a commitment to reflect and celebrate the diversity of our society, and to speak out when prejudice or discrimination is revealed.

Every employee will recognise, observe and report on a child's abilities and will seek to meet the needs of every child as an individual, encouraging them to actively participate in activities, even if this means adapting the activities to meet their particular needs. A wide range of activities will be offered with resources reflecting the diverse backgrounds, language and physical abilities and needs of the children in our care. Our Inclusion Policy **NSPo11** gives more specific details of our practice.

We respect the families of our children and encourage parents / carers to assist us in developing an understanding of any additional needs of their child. We do not make judgments about the family backgrounds and lifestyles of the children in our care or their families, and if discrimination or prejudice is revealed, whether by action or inaction or by expression of opinion by a child, member of staff or visitor to the setting, it will be challenged by staff and a record made of the incident.



Admission to Wellingtons for Langley Hall is non-discriminatory (see Admissions Policy **NMPo5**) and we reaffirm our commitment to working alongside parents and other agencies to ensure that they are encouraged to work in partnership with us to provide equality of opportunities for all those whose lives we touch. We acknowledge that we must consider the impact of equality of opportunities as it impacts parents and family members who visit our setting especially in terms of ensuring equal access to information and to the setting itself.

Wellingtons for Langley Hall has a named person designated as responsible for overseeing the practice of ensuring equal opportunities. This person is identified on Designated Responsibilities **NSF10** displayed within the setting.

The policy of Wellingtons for Langley Hall with regard to multi-culturalism, anti-racism, disability and other discrimination and language barriers needs to be made explicit and we naturally expect positive support and co-operation from children, parents and staff for these values. Staff have a responsibility to adhere to all policies of Wellingtons for Langley Hall and will be encouraged to access training to help them to better understand the challenges of our equal opportunities policy and how this can inform the care and education of every child.

### **What does equal opportunities mean?**

Within society generally, there are groups of children who may experience disadvantage in the care and education they receive because of a variety of factors including disability, special educational needs, home language, gender, ethnicity or socio-economic background. Equalising opportunities means ensuring that all children can achieve, and that these achievements are valued.

There are three key elements to equalising opportunities:

#### Equality of Opportunity

It is not enough to provide activities and leave children to benefit from them. At Wellingtons for Langley Hall the staff's role is to promote access to the activities and development through it. An accessible programme of activities will have elements in it that attract all children, because they are recognised by all.

#### Equality of Contribution

Children do more than receive knowledge; they themselves contribute to the process of learning by bringing to it their own cultural experiences, values and perspectives. Staff at Wellingtons for Langley Hall utilise such contributions through careful planning and evaluation of activities and opportunities.

#### Equality of Esteem

Children need to be visibly shown esteem as individuals, children and family members in order to develop self-esteem. The partnership between parent and Wellingtons for Langley Hall in the care and education of each child will be particularly important.

### **Multicultural & Anti-Racist**

Definition of racism:

- Prejudiced beliefs and attitudes of individuals, both conscious and unconscious;
- the uneven distribution of collective power and influence;
- discriminatory practices, procedures and customs.



We live in a multicultural society and as such, our setting has a duty to prepare all of the children in our care to play a fulfilling and dignified role within it, building upon the strengths of cultural diversity.

Two essential aspects of the approach required to achieve this aim are “multi-culturalism” and “anti-racism” and these values which are an integral part of good childcare, permeate the practices of the whole of our setting with regard to both the formal and hidden practices. In the same way, the ethos of our setting is reflected in the physical environment and we will ensure that displays created by staff and children reflect and celebrate the diversity of our intake.

The major festivals of the main ethnic groups within the setting will be formally acknowledged (e.g. Diwali, Eid, Christmas etc.) although the “climate” will also encourage an appreciation of all cultures and religions within our community.

When pupils enter the setting, their names will be correctly established and recorded with due regard to ethnic origins. Correct spelling and pronunciation will also be established.

### **English as an Additional Language**

Wellingtons for Langley Hall will recognise a child’s first language and will ask parents for key words to enable staff to communicate with their child in their home language during the early days in our care. The Key Person will communicate regularly with parents regarding basic words taught in English within the setting so that the child and parents can practise at home.

Special care will be taken to provide resources appropriate for children with English as an additional language. Other members of the team will be made aware of children with English as an additional language. Children’s language development will be supported by providing a range of opportunities where both English and the child’s home language can be heard, seen and used.

Wellingtons for Langley Hall will encourage parents to be accompanied by a translator at meetings arranged with the staff.

### **Opportunities for children with disabilities**

Wellingtons for Langley Hall is aware of its obligations under the Equality Act 2010 and seeks to ensure that the premises and activities are accessible to children, parents and staff. It is our aim that resources acquired enable children with physical, sensory or mental impairment to access our services as fully as possible. We will continue to work towards making our setting as accessible as possible.

Wellingtons for Langley Hall has a named person designated as responsible for overseeing the practice of ensuring opportunities for children with special educational needs. This person is identified on Designated Responsibilities **NSF10** displayed within the setting.

### **Special Educational Needs**

Wellingtons for Langley Hall follows the Special Educational Needs and Disability Code of Practice **NSR6** and will work with outside agencies where appropriate to increase staff skills and support children’s learning.

At Wellingtons for Langley Hall our Inclusion Policy **NSPo11** identifies the help and assistance given to children with specific special needs as well as those who are gifted and talented and/or from minority



ethnic heritage including those for whom English is an additional language but who would otherwise not be considered as having special needs.

## Monitoring

In order to help us to monitor equal opportunities, we will ask parents to complete an Equal Opportunities Survey **NSF19**. The information provided by parents will be summarised using Equal Opportunities Summary **NSF20**. This survey will be completed each January, and more often if it is believed that the information is no longer representative of the setting's parents and children.

We will also review parent comments and other information received for examples of where we could develop our equality of opportunities practice still further.

We recognise that parents have a right to choose a setting that best fits with their own views on childcare and education and on moral or religious issues. We also recognise that it is impossible to be all things to all people. With this in mind, we believe that the needs and views of our clients should be met as long as they do not conflict with any of the basic aims and principles upon which the setting is built.