



Equality Inclusion and Diversity

This policy refers to the protected characteristics in the Equality Act, additional needs including SEN, English as an additional language (EAL) and gifted and talented.

Statement of Intent:

The setting provides a secure, accepting and collaborative culture in which everyone is valued. Every child and their family are respected, individual needs are supported and differences embraced.

Policy aims:

- To create a welcoming environment that values diversity and has high expectations for all
- To support every child's individual needs
- To aid children in reaching their full potential
- To identify and provide early intervention where necessary
- To recognise and celebrate different cultures
- Everyone involved with the setting is treated equally with regard to gender, race, culture, faith, disability, additional need, sexual orientation, age or socio-economic disadvantage
- To actively challenge discriminatory and stereotypical practice

We actively promote:

- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- The Children Act 2004
- Equality Act 2010 (which replaces Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Disability Discrimination Act 2005)
- Special educational needs and disability code of practice 0-25yrs 2015
- The Prevent Duty June 2015

Inclusion Procedures:

- To observe and identify children's needs
- To discuss observations with parent / carer
- To liaise with the named SENCO and adhere to the SEN Code of Practice
- To adapt the environment according to needs
- To consider deployment of staff
- To seek advice from outside agencies

- To plan for targeted support through the use of a Setting based support plan (SBSP)
- To review support given and progress made

We believe in a multi-agency approach to ensure that all children receive equal chances to thrive, learn and develop.

The named SENCO isMichelle Turner – Early Years Practitioner

Equality and Diversity Procedures:

- To have a named member of staff who monitors the equality and diversity practice of the setting
- To provide positive non-stereotyping information about the 9 protected characteristics; age, disability, ethnicity and race, gender, gender identity and transgender, marriage and civil partnership, pregnancy and maternity, religion and belief, sexual identity and orientation and socio-economic disadvantage.
- To provide an enabling environment in which all children can flourish
- To value the contributions of all – children, parents, staff, students, volunteers
- To support understanding of equality we seek out appropriate training for staff, students and volunteers, enabling them to further develop anti-discriminatory and inclusive practices
- To welcome the diversity of family lifestyles and work
- To encourage parents to take part in the life of the setting and to contribute fully
- To take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner
- To ensure that any inappropriate practices [practitioners] are challenged

Links to:

- Statutory framework for the early years foundation stage (2017) DfE
- EYFS Principles into Practice Cards (2008)
- East Sussex Children's Services Equality Strategy (found on the intranet)
- SEND Code of practice 0-25yrs 2015
- The Prevent Duty June 2015
- Send and disability offer
<http://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer/about.htm>