



30. EQUALITY OF OPPORTUNITY POLICY

Minik Kardes is committed to actively opposing any discrimination. We believe in valuing and celebrating the diversity within our community, our aim to develop good practice and positive attitudes in a loving and stimulating environment, encouraging an anti-discriminatory approach to the world in general.

We believe that individuals should have the opportunity to learn, develop and grow with dignity, in a positive atmosphere, recognising age, race, religion, disability, gender, class, marital status and sexuality.

Equal opportunity means treating everyone with equal concern according to their individual needs. This means respecting all regardless of their circumstances and recognising that everyone should be treated as individuals.

All children irrespective of ethnicity culture or religion home language family background, learning difficulties or disabilities, gender or ability, will have the opportunity to experience a challenging and enjoyable programme of learning and development following the Early Years Foundation stage Framework guidelines. We hope to learn from different backgrounds about life, food, countries, animals and look forward to celebrating everyone's special days and differences.

EQAULITY ACT 2010

The Equality Act 2010 replaced nine major Acts of Parliament and almost a hundred sets of regulations which had been introduced over several decades. It provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by getting rid of anomalies and inconsistencies that had developed over time, and it extends protection against discrimination in certain areas

PROTECTED CHARACTERISTICS

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

How people are protected from discrimination

The law prohibits 'direct discrimination', for example if a nursery refused to offer a child a place because the child has a disability; and 'indirect discrimination' by offering protection where policies or practices within an organisation may particularly disadvantage people who share a particular protected characteristic.

The law also offers additional protection against 'victimisation', which occurs where a provider treats someone badly because they have supported or made a complaint about discrimination (a person is not protected from victimisation if they have maliciously made or supported an untrue complaint), and 'harassment', which means unwanted behaviour relating to a protected characteristic which has the purpose or effect of creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

How do we ensure equality is promoted Minik Kardes Children's Centre

- Being alert to the early signs of needs that could lead to later learning or development problems for children, involving other agencies as necessary.
- Recognising the major festivals or celebrations of all religions throughout the year.
- Providing resources that reflect all cultures and social groups positively, dressing up, books, positive images, stories and pictures. This increases the children's knowledge and understanding of peoples of the world.
- Children will be encouraged to value others by learning about difference and to see everyone in positive roles, irrespective of gender, race and ability.
- Positive language will be used to avoid stereotyping (e.g. fire-fighters not firemen.)
- We encourage children to talk about their similarities and their differences and let them know it is important to talk to each other and to adults and to share feelings e.g. we use play opportunities such as circle time, the home corner to enable children to discuss feelings, differences etc.
- All children will be allowed equal access to all play materials to enable them to explore adult roles, for example in the home corner and dressing up (free choice is very important for children and will be encouraged.)
- All Staff take a flexible approach ensuring that children are stretched but not pushed beyond their capabilities, so that they can continue to enjoy their learning.
- Meeting and welcoming all children and families into the nursery, always respecting diversity and always trying to accommodate individuals with additional needs.
- Discrimination and prejudice will not be tolerated by anyone within the nursery setting, any incidents or comments must be reported to the manager, who will record all incidents and deal with them professionally and appropriately. Prejudice

or discrimination means unreasoned opinion/ or dislike of a certain way of life.

Minik Kardes Equality of Opportunity Policy' is made available to all parents and carers, new members of staff, including students and volunteers, receive a copy of the policy, and this is discussed with them during their induction.

Parents as Partners

Parents are the first and ongoing educators of their own children and as such should receive information and support to help develop their child's learning at home, in the community and at nursery.

Minik Kardes will encourage the involvement of parents by making them welcome by respecting diversities in families, their language, and culture and by encouraging them to contribute whatever way they can. We will make every effort to overcome any communication barriers to ensure that all parents receive the required information.

We do this by:

- Providing interpreters when necessary
- Policies, documentation and information is translated
- Flexible settling in procedures and meeting times.
- The nursery encourages parent/carers to play an active role in the setting.
- Sending a message about the importance of maintaining mother tongue.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the nursery.
- 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 develop means to ensure their full inclusion.

Further Guidance

- The Equality Act 2010 and schools - Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014
- Early Years: Guide to 0 -25 SEND code of practice 2014
- Children's and Families Act 2014

Reviewed December 2018

Next review date December 2019