

## EQUAL OPPORTUNITIES POLICY

We ensure that our setting is fully inclusive in meeting the needs of all children, families and staff, including those that arise from their ethnic or cultural heritage, social or economic background, religion or belief, gender, ability, age or disability. Our setting is committed to anti-discriminatory practice to promote equality of opportunity for all. We are accessible to all members of the community (see our Admissions policy) and value the diversity of our staff, children and families. We follow our legal responsibilities under the Equality Act 2010.

### NON-DISCRIMINATORY PRACTICE

- We do not discriminate against staff, children or families, or prevent entry to our setting, on the basis of ethnic or cultural heritage, social or economic background, religion or belief, gender, ability, age, disability, marriage or civil partnership, sexual orientation, gender reassignment, pregnancy or maternity (this list is not exhaustive but does include the nine protected characteristics under the Equality Act 2010)
- We ensure that everybody can participate successfully in the services and/or activities offered by us, or will adapt within our reasonable limits to do so
- We take action against discriminatory behaviour shown by children, families or staff. The displaying of openly discriminatory and possibly offensive material, name calling or threatening behaviour, is unacceptable on, or around the premises, and will be dealt with in the strongest manner
- Our environment is as physically accessible as possible for all users. If there is a problem, we make reasonable adjustments to accommodate their needs
- We aim to be as accommodating as possible to families from any backgrounds. For example, providing varied sessions for working families, offering payment plans for those with financial difficulties and allowing families into the setting to help promote different cultures and/or languages
- We make all reasonable adjustments possible to accommodate every individual's needs. However, where difficulties arise, we will discuss our concerns with the individual (or parent/carer where relevant) at our earliest opportunity.

### EMPLOYMENT AND TRAINING

Please see Employee Handbook and our Recruitment policy.

### CURRICULUM

- We encourage children to develop positive attitudes about themselves as well as towards people who are different to them. This encourages children to empathise with others and begins to develop the skills of critical thinking
- We embed British Values throughout our setting (see our Safeguarding and Child Protection policy for more details)
- We make sure that children's safety, well-being and involvement is paramount at all times
- We ensure that children have equality of access to learning, by planning for each individual child in accordance with their needs and interests (including any educational or additional needs)
- We build strong relationships with parent/carers (see our Partnership with Parents policy for more details)
- We ensure the setting is accessible to all children and families (see our Admissions policy for more details)
- We make adjustments to the environment, resources and activities to accommodate a range of learning, physical and sensory needs
- We positively reflect the widest possible range of communities, through activities, resources and the environment
- We avoid stereotypes or derogatory images
- We celebrate a range of festivals and work closely with families from different cultural backgrounds to meet the needs of children
- We promote self-belief, confidence and independence for children, by offering a vast selection of activities and resources that children can access for themselves, as well as encouraging 'school readiness', e.g. toileting, dressing, self-regulation etc.
- We encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions
- We promote diverse attitudes, for example, sharing stories that demonstrate different ways of life and providing activities and resources that challenge gender, racial and culture stereotyping
- We encourage parents/carers to contribute to their child's learning and development, by providing us with information from home, and helping us to identify and/or support their needs
- We create an environment of mutual respect and tolerance, with staff being positive role models, and regular communication with children about their feelings
- We encourage children to contribute stories of their everyday life to the setting, demonstrating to children that everyone is different whilst learning about the varying ways of life
- We help children to understand that discriminatory behaviour is hurtful and unacceptable, in a manner suitable to their understanding. We also discuss any such behaviour with parents/carers
- We observe and assess children's progress in relation to the EYFS document; Development Matters, so that we can ensure each child's learning and development is on track according to their age and/or ability
- We work closely with local schools, other settings and outside agencies to ensure smooth and successful transitions for each child

### DEALING WITH DISCRIMINATORY BEHAVIOUR

We do not tolerate discriminatory behaviour and take action to tackle discrimination. We believe that parents have a right to know if discrimination occurs and what actions we will take to tackle it. We follow our legal duties in relation to discrimination and record all incidents of any perceived or actual behaviour relating to discrimination, on any grounds, and report these to the appropriate person(s) where relevant. If the behaviour shown is deemed to be radicalised, we will follow our usual procedures as detailed in our Safeguarding Policy.

#### Types of discrimination

- *Direct discrimination* occurs when someone is treated less favourably than another person because of a protected characteristic
- *Discrimination by association* occurs when there is a direct discrimination against a person because they associate with a person who has a protected characteristic

- *Discrimination by perception* occurs when there is a direct discrimination against a person because they are perceived to have a protected characteristic
- *Indirect discrimination* can occur where a provision, criterion or practice is in place which applies to everyone in the organisation but particularly disadvantages people who share a protected characteristic
- *Harassment* is defined as ‘unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual’
- *Victimisation* occurs when an employee is treated badly or put to detriment because they have made or supported a complaint or raised grievance under the Equality Act 2010 or have been suspected of doing so.

#### Discriminatory behaviour

Incidents may involve a small or large number of persons, they may vary in their degree of offence and may not even recognise the incident has discriminatory implications; or at the other extreme their behaviour may be quite deliberate and blatant. Examples of discriminatory behaviour may include:

- Physical assault against a person or group of people
- Derogatory name calling, insults and discriminatory jokes
- Graffiti and other written insults
- Provocative behaviour such as wearing badges and insignia and the distribution of discriminatory literature
- Threats against a person or group of people because of the nine protected characteristics listed above
- Discriminatory comments including ridicule made in the course of discussions
- Patronising words or actions.

#### Our procedures

We tackle discrimination by:

- Expecting all staff to be aware of and alert to any discriminatory behaviour or bullying taking place
- Creating an atmosphere where victims of any form of discrimination have confidence to report such behaviour, and that subsequently they feel positively supported by the staff and management
- Expecting all staff to intervene firmly and quickly to prevent any discriminatory behaviour or bullying, this may include behaviour from parents and other staff members
- Expecting all staff to treat any allegation seriously and report it to Management
- Investigating and recording each incident in detail as accurately as possible and making this record available for inspection by staff, inspectors and parents where appropriate, on request
- Excluding / dismissing any individuals who display continued discriminatory behaviour or bullying (although such steps will only be taken when other strategies have failed to modify behaviour)

#### Recording incidents

- Management is responsible for ensuring that incidents are handled appropriately and sensitively
- Any pattern of behaviour should be indicated
- Parents/carers of the child(ren) who are perpetrators and/or victims should be informed of the incident and of the outcome, where an allegation is substantiated following an investigation
- We record any incidents of discriminatory behaviour or bullying to ensure that strategies are developed to prevent future incidents, patterns of behaviour are identified, persistent offenders are identified, effectiveness of policies are monitored and a secure information base is provided to enable us to respond to any discriminatory behaviour or bullying

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This policy was adopted at a meeting of Clocktower Childcare Ltd held on 30<sup>th</sup> August 2019. Latest date to be reviewed: 31<sup>st</sup> August 2020.

Signed on behalf of Clocktower Childcare Ltd:

*J. Law*

Jane Law, Director

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