

OPERATIONAL PLAN STANDARD 9 – EQUAL OPPORTUNITIES  
*Supporting Documentation S9.1 Equal Opportunities Policy*

**Respectful educators will include all children; not just children who are easy to work with, obliging, endearing, clean, pretty, articulate, capable but every child, respecting their culture, their history, their family, their abilities, their needs, their name, their ways and their very essence.** Nutbrown 1996

It is our intention at Kaleidoscope Nursery to provide an environment where children and adults alike, are treated as individuals. We believe every person, regardless of their gender, race, age, religion, ethnicity, social background or ability should be treated with equal respect, have equal opportunities to reach their full potential and be kept safe from harm. We work in accordance with all of the relevant legislation. Where possible, we use resources that raise disability, gender and multicultural awareness. We work in accordance with all relevant legislation, having regard to:

Disabled Persons Act 1986  
Sex Discrimination Act 1989  
Race Relations (Amendment Act) 2000  
Children Act 2004  
Disability Discrimination Act 2005  
Equality Act 2010  
Education Act 2011  
SEN Code of Practice 2019

**Aims:**

- To create an atmosphere in the Nursery within which prejudice, stereotyping or discrimination of any kind can be challenged and eliminated
- To increase knowledge and understanding of issues relating to Equal Opportunities
- To increase knowledge and understanding of issues relating to British Values
- To start preparing our children for life in a multicultural society
- To develop a positive and caring attitude towards people of all communities
- To develop positive images and expectations
- To lead by example
- To promote the pre-school's welcoming ethos at all times
- To promote cultural capital to extend the knowledge and experience of all children
- To narrow the gap for disadvantaged children through access to a broad curriculum

In order to do this, we will:

- Ensure all toys, books and displays in the Nursery reflect a variety of positive images of the rich diversity of our multicultural society and are free from stereotyping, associated with gender, race or disability.
- Include in our curriculum, opportunities which challenge prejudice, question stereotyping and enhance understanding of our multicultural society
- Work within the Government's Early Years Foundation Stage which covers the seven areas of learning
- Provide training and support in order to ensure that all staff uphold the principles of Equal Opportunities
- To ensure the avoidance of racial harassment or abuse, together with clearly understood procedures for dealing with any occurrences.
- Ensure that boys and girls are treated equally
- Aim to provide facilities which can be accessed by all users
- Through appropriate training, staff meetings and parent partnership, carry out careful planning so as to meet the diverse needs of all children in our setting
- Review our practice regularly to ensure we are delivering an education that promotes diversity and differences through our books, our music, our pictures and posters, our toys and our activities

**EVERY CHILD MATTERS**

\*BE HEALTHY \*STAY SAFE \*ENJOY AND ACHIEVE \*MAKE A POSITIVE CONTRIBUTION \*ACHIEVE ECONOMIC WELL-BEING

**Safeguarding and Promoting Children's Welfare**

POLICY REVIEWED 31.10.19 CC/SB/STAFF TEAM

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- Challenge inappropriate attitudes by talking to children and their parents where appropriate to promote positive values which are free from prejudice
- Provide a rich learning environment in which children can select what is appropriate, for their individual needs
- Through the use of observations and records, ensure that children's individual needs are identified and met
- Encourage and develop positive links with the local community
- Liaise with parents to meet their child's medical, cultural and dietary needs
- Aim to provide information in various ways in order to communicate with differing needs
- Provide settling-in sessions, setting no time limits on a child settling in, but appreciating what's best for the child
- Provide opportunities for children to access activities to improve their cultural capital through off-site visits, plays, trips and organised visitors
- Adapt and extend our practice to ensure all children can access all activities
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### **Nursery Practice and Delivery:**

We will endeavour to:

- Ensure equal access to resources, toys and equipment
- Ensure equal opportunity for talking and listening in small groups
- Create an environment where co-operation is central and in which children will play in a range of grouping contexts: single or in friendship groups, in mixed sex, ability or age groups, or at random
- Encourage all children to gain a variety of experiences regardless of their gender
- Be sensitive to the religious beliefs of all
- Teach the children the necessary skills to resolve conflict and raise self esteem
- Draw on examples from many cultural traditions/festivals without indoctrination in any specific faith (we welcome information about family customs and beliefs from parents)
- Create opportunities for children to explore, acknowledge and value similarities and differences between themselves and others
- Support children with learning difficulties and disabilities

### **Assessment:**

We monitor our assessment procedures to ensure that they are free from prejudice or discrimination. We operate an 'open door' policy to share together any worries or concerns as they arise. We aim to monitor children's progress, identify any areas for concern and take the appropriate action to provide support in line with the 'SEN Code of Practice'.

### **Other Agencies:**

We will work alongside other agencies wherever possible, taking their expertise on board to help us cater with the differing needs of all children. We will talk with parents, listening to their recommendations and using vital information to inform their child's planning and development.

Should any person believe that this policy is not being adhered to, it is their duty to bring the matter to the attention of the officer in charge (Chantelle Matts) at the earliest opportunity. We are aware of our obligations under the Disability Discrimination Act 2005. We will endeavour to fulfil not only our legal requirements but also the spirit of the Act, in our recruitment policy and the accessibility of our services to parents, carers and the general public.

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**Cross-Reference to Other Policies:**

In order to complete our commitment to Safeguarding, this policy runs alongside the policies and procedures, as set out below:

British Values	S6.3
Child Protection Policy and Procedure	S13.4
Safeguarding Children	S13.1
Safer Recruitment	S1.1
Staff Whistleblowing	S1.3
Admissions	S2.1
Curriculum Policy and Procedure	S3.1
Expectant and New Mothers Staff Policy	S6.4