

# Essex Wildlife Trust

## Nature Nursery Policy and Procedure:

### Equality, Diversity and Inclusion

Version	Date
1	September 2022

#### 1. Introduction

- 1.1. Essex Wildlife Trust (EWT) are committed to ensuring that our Nature Nursery is fully inclusive in meeting the needs of all children in our care.
- 1.2. We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs, and values. They may grow up in family structures that include one or two parents of the same or different sex. Children may have close links or live with extended families of grandparents, aunts, uncles, and cousins; while other children may be more removed from close kin or may live with other relatives or foster carers. Some children come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status. We understand that all these factors can affect the well-being of children within these families and may adversely impact on children's learning, attainment, and life outcomes.
- 1.3. The Early Years Foundation Stage (EYFS) states that "Children should be treated fairly regardless of race, religion or abilities".

#### 2. Scope

- 2.1. The aim of this procedure is to outline the commitment of Essex Wildlife Trust to ensure equality of opportunity, fair treatment and prevention of discrimination and harassment for our children, staff, families, volunteers and visitors to the Nature Nursery.

#### 3. Purpose of Policy

- 3.1. All staff have a responsibility to ensure equality of access and opportunity and valuing diversity for all children and adults with whom they have contact on a day-to-day basis.
- 3.2. This includes the staff in the nursery, the children and families attending, volunteers and students. We ensure that our Nursery is fully inclusive in meeting the needs of all children, particularly those defined in The Equality Act 2010 such as: from their ethnic heritage, social and economic background, gender, ability, or disability. Equality of opportunity requires that everyone has an equal chance to develop themselves to their full potential and be safe and free from harm.

## 4. Policy Statement

4.1. EWT is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families using our Nursery.

## 5. Procedures

5.1. We aim to:

- Promote equality and value diversity within our Nursery and foster good relations with the local community.
- Actively include all families and value the positive contribution they make to our Nursery.
- Promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms.
- Provide a secure and accessible environment in which every child feels safe and equally included.
- Improve our knowledge and understanding of issues relating to anti-discriminatory practice,
- Challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010):
  - age
  - gender
  - gender reassignment
  - marital status
  - pregnancy and maternity
  - race
  - disability
  - sexual orientation; and
  - religion or belief

5.2. Admissions:

- Nature Nursery is open and accessible to all members of the local community.
- We base our Admissions Policy on a fair system.
- We do not discriminate against a child or their family in our service provision, including preventing their entry to our nursery based on a protected characteristic as defined by the Equality Act (2010).
- We advertise our nursery provision widely.
- We provide information in clear, concise language, whether in spoken or written form and provide information in other languages (wherever possible).
- We reflect the diversity of our community and wider society in our publicity and promotional materials.
- We provide information on our offer of provision for children with special educational needs and disabilities.
- We ensure that all parents are made aware of our Equality, Diversity and Inclusion Policy.
- We make reasonable adjustments to ensure that disabled children can participate successfully in the services and in the curriculum offered by our nursery.
- We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
- We will act against any discriminatory, prejudice, harassing or victimising behaviour by our staff, volunteers or parents whether by:

- direct discrimination – someone is treated less favourably because of a protected characteristic e.g., preventing families of a specific ethnic group from using the nursery.
- indirect discrimination – someone is affected unfavourably by a general policy e.g., children must only speak English in the setting;
- discrimination arising from a disability – someone is treated less favourably because of something connected with their disability e.g., a child with a visual impairment is excluded from an activity.
- association – discriminating against someone who is associated with a person with a protected characteristic e.g., behaving unfavourably to someone who is married to a person from a different cultural background; or
- perception – discrimination on the basis that it is thought someone has a protected characteristic e.g., making assumptions about someone's sexual orientation.
- We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia).
- Displaying of openly discriminatory xenophobic and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on, or around, our site and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises and if a member of staff this could result in disciplinary action.

### 5.3. Employment:

- We advertise posts and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- The applicant who best meets the criteria is offered the post, subject to references and suitability checks. This ensures fairness in the selection process.
- All Essex Wildlife Trust job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

### 5.4. Training:

- We seek out training opportunities for our staff and volunteers to enable them to develop anti-discriminatory and inclusive practices.
- We will ensure that our staff are confident and fully trained in administering relevant medicines and performing invasive care procedures by a recognised health care professional on children when these are required.
- We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.

### 5.5. Early Years Forest School:

- The early learning offered in our nursery encourages children to develop positive attitudes about themselves as well as about people who are different from themselves. It encourages development of confidence and self-esteem, empathy, critical thinking, and reflection.
- We ensure that our practice is fully inclusive by:
  - creating an environment of mutual respect and tolerance.
  - modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
  - positively reflecting the widest possible range of communities within resources.
  - avoiding use of stereotypes or derogatory images within our books or any other visual materials celebrating locally observed festivals and holy days.

- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning.
- ensuring that disabled children with and without special educational needs are fully supported.
- ensuring that children speaking languages other than English are supported in development of their home languages.
- We will ensure that our environment is as accessible as possible for all visitors and service users. We do this by:
  - undertaking an access audit to establish if the setting is accessible to all disabled children and adults. If access to the setting is found to treat disabled children or adults less favourably, then we will make reasonable adjustments to accommodate the needs of disabled children and adults.
- fully differentiating the environment, resources, and curriculum to accommodate a wide range of learning, physical and sensory needs.

#### 5.5. Valuing diversity in families:

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children and families to contribute stories of their everyday life in the nursery by daily communication with parents/carers on arrival and departure, around the log circle and via online learning journal-Tapestry.
- We encourage mothers, fathers, and other carers to take part in the life of the nursery and to contribute fully.
- For families who speak languages in addition to English, we will develop means to encourage their full inclusion.
- We will offer a flexible payment system for families experiencing financial difficulties and signpost to information regarding sources of financial support.
- We will take positive action to encourage disadvantaged and under-represented groups to use our nursery - see our admissions policy.

#### 5.7. Food:

- We will work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious, or cultural needs are met wherever possible.
- We will help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them. We will celebrate our families rich and diverse backgrounds by welcoming them to join us to share foods from around the world.

#### 5.8 Monitoring and reviewing:

- So that our policies and procedures remain effective, we will monitor and review them annually to ensure the Trust strategies meet our overall organisational goals to promote equality, inclusion and to value diversity.
- We have an Inclusivity group that meets quarterly to update our goals.
- We provide a complaints procedure and a complaints summary record that is available for parents to view.

## 6 Appendices

### Legal Framework:

- The Equality Act (2010) [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Children Act (1989) & (2004) [The Children Act 1989 guidance and regulations \(publishing.service.gov.uk\)](http://publishing.service.gov.uk) [Children Act 2004 - Explanatory Notes \(legislation.gov.uk\)](http://legislation.gov.uk)

- Children and Families Act (2014) [Young person's guide to the Children and Families Act 2014 - GOV.UK \(www.gov.uk\)](#)
- Special Educational Needs and Disabilities Code of Practice (2015) [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)
- Early Years Foundation Stage Framework (2021) [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](#)

To be read in conjunction with wider Essex Wildlife Trust Policies and Procedures.