

# **Anti Discrimination & Equal Opportunities Policy**

# Anti-Discrimination & Equal Opportunities Policy

As part of the Lancing College family, Little Lancing Day Nursery & Forest School works in accordance with all relevant legislation, including:

- Sex Discrimination Act 1986
- Children Act 2006
- United Nations Convention on the Rights of the Child (UNCRC)
- Equality Act 2010
- Statutory Framework for the Early Years Foundation Stage (2014)
- SEND code of practice: 0-25 years 2014

## RATIONALE

At Little Lancing Day Nursery & Forest School, we believe in valuing and celebrating the diversity within our community. We aim to develop good practice and positive attitudes in the early years, and encourage an anti-discriminatory approach to both the world and other human beings. We believe that all people should have equal opportunities to learn, develop and grow with dignity in a community of mutual respect. The United Nations Convention on the Rights of the Child (UNCRC), gives us a comprehensive framework from which we base our equality, diversity and inclusion practices. At Little Lancing we accept, promote and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.'

## **We aim to do this by:**

- Making the Equal Opportunities Policy available and applying it to every staff member, parent, carer, visitor and child.
- Ensuring that everyone is valued as an individual, regardless of differing social, intellectual and cultural backgrounds. Different needs, likes, dislikes, similarities and differences are to be respected and accounted for.
- Ensuring that nobody at Little Lancing is subjected to discrimination, racist comments or gender bias. Cultural and religious diversity is respected.
- Giving all staff the opportunity to attend training to improve their own personal development via staff meetings, in-house training and external courses.
- Valuing parents as their children's first educators, and ensuring that staff work closely with parents to share information, experiences, conversation and quality time. We make every effort to involve parents in planning and development for their child through the EYFS observations.
- Appointing the best person for each job and treating all job applicants, and those appointed, fairly.
- Committing to implementing Lancing College's Equal Opportunities Policy for Staff. This policy forms part of the job description for all staff and volunteers, and we also apply the equality and diversity policy when advertising, interviewing or appointing staff.

- Endeavouring to cater for cultural, religious and medical differences at all snack and mealtimes.
- Taking into account each child's individual needs and interests in our planning cycle. We work with parents, as well as outside agencies, to provide the appropriate support for all individuals including children who have English as an additional language. Children who have English as an additional language are monitored and supported to use their mother tongue. On entry to Little Lancing, a baseline will be created by the parent in regards to communication and language. Tools are available to support the children's progress if required. Encouraging the children to respect and value each other during play, and discouraging them from making hurtful and unkind remarks. Staff ensure that children are helped towards understanding that it is wrong to judge someone because of their gender, colour, beliefs, disability or social background. We explain why, talk things through and praise positive behaviour.
- Challenging and dealing with inappropriate practices and attitudes promptly.
- Recording any seriously inappropriate, racist or sexist comments made by children and staff, including volunteers and students.
- Expecting all staff to behave in a professional manner by following this policy and being consistent, sensitive and fair. We expect them to challenge others who make inadvertent racist, sexist or insensitive remarks.
- Purchasing, organising and monitoring equipment, books and resources to ensure they reflect diversity in the immediate and wider society. We display positive images of differing races, cultures, religions, social groups, physical abilities and disabilities and gender in and around the nursery.
- Making children aware of different festivals and customs, without indoctrinating any specific faith. We aim to do this by celebrating a wide range of festivals. We teach children about a range of food, cultural approaches to meal times and eating, and respect the differences among them.
- Committing to making reasonable adjustments to our premises to cater for anyone with a disability.
- Accept, promoting and engaging with the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

## EAL Support Sheet

<b>Child's name:</b>	
<b>Date of birth:</b>	
<b>Child's mother tongue:</b>	
<b>Date:</b>	
<b>Review Date:</b>	

### Current communication and language development stage in mother tongue:

<b>Listening and attention</b>	
<b>Understanding</b>	
<b>Speaking</b>	

### Is a support plan required: Yes / No

**Familiar words to be used at nursery:** (please feel free to add to list, please write all words in home language and how to pronounce in English.)

<b>Child name if different</b>		<b>Well done</b>	
<b>Hello</b>		<b>Stop</b>	
<b>Goodbye</b>		<b>Coat</b>	
<b>Drink</b>		<b>Shoes</b>	
<b>Mummy</b>		<b>Nappy</b>	
<b>Daddy</b>		<b>Toilet</b>	
<b>Brother</b>		<b>Sister</b>	

Please tell me what your child's current interests, favourite activities and stories:

Please let us know any important festivals, events or celebrations that you recognise?

Any cultural wishes we need to be aware of?

Parent comments:

What changes in setting/ environment/ resources need to made:

Parent Signature	
ENCO Signature	
Key Person Signature	

<b>Date completed:</b>	
<b>Review Date:</b> (if there are no changes please sign and re-date as necessary)	

<b>My Name is :</b>		<b>My Date of birth is:</b>	
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<b>My mother tongue is:</b>	
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**My Current communication and language development stage in my mother tongue:**

<b>Listening and attention</b>	
<b>Understanding</b>	
<b>Speaking</b>	

<b><u>My Targets</u></b> What will the child be able to do at what level of success?	<b><u>What will you do to help me?</u></b> Resources and strategies the key person will use.	<b><u>My Progress and Comments</u></b> Where are obs stored? Child's response to activities.

My family say:

How my family can help me at home:

What changes in setting/ environment/ resources need to made:

Parent Signature		Date:
ENCO Signature		Date:
Key Person Signature		Date:

Review Date:	
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Evaluation / Review of progress  
Were the target set achieved? How was the success measured?

Parent Signature		Date:
ENCO Signature		Date:
Key Person Signature		Date:

Author:	RM
Created:	September 2019
Reviewed:	September 2020, March 2022, March 2023
Updated:	-
Next Review:	March 2024