



**Camrose**  
Early Years Centre for Children & Families

**Camrose Early Years Centre**

## **Equality, Inclusion and Diversity Policy**

**Adopted by Camrose Governing Body: September 2019**

## A Mission Statement

The Camrose Early Years Centre for Children and Families aims to provide our children with the best start in life. Working alongside other agencies, we support children by engaging their parents, carers, extended families and the wider community. Through play and carefully planned activities in a safe and caring environment, all our children are encouraged to become creative, curious, confident, independent, resilient, lifelong learners, who love to learn.

The contents of the policy are:

1. Introduction
2. Rationale
3. Definitions
4. Resources
5. Involving parents in the local community
6. Procedures
7. Staff Considerations
8. Responsibility of the Governing Body
9. Monitoring and Evaluation

### 1. Introduction

The aim of this policy is to set out clearly for staff, parent/carers, clients, board members and external agencies our approach to Equality, Inclusion and Diversity. It is compliant with all aspects of the Equality Act 2010, in which the following represent the protective characteristics:

- Age
- Sex
- Disability
- Race
- Religion and belief
- Pregnancy and maternity
- Marriage and civil partnership
- Sexual Orientation
- Gender reassignment

### 2. Rationale

At our Centre we benefit from the diversity of experience that our families bring. We welcome and celebrate the differences that individuals represent. We respect the unique needs of each individual, groups of people and the Centre's community as a whole. We seek to share the differences represented in our community to inform and enrich. We also seek to extend the understanding of our children in order to prepare them for an adult life in a multi-faceted society, which may be more diverse than our own local community at the

present time. We recognise the importance of enabling all our children and their families to have equal access to the facilities and activities we have on offer. We want the whole community to access our services and accept that we may need to adapt our approaches so that everyone can be included.

### **3. Definitions**

We want everyone to achieve their full potential. We understand such equality to describe an environment, in which no child or adult is prevented from taking a full part in the life of the Centre for any reason, including his or her age, gender, disability, race, religion and belief, pregnancy and maternity, marriage and civil partnership, sexual orientation or any gender reassignment.

### **4. Resources**

Resources are prepared and selected which are free from bias where possible. Regular audits of resources help ensure appropriateness and relevance. Where bias is identified, attention will be drawn to this and may be used as a teaching point to encourage discussion on staff training days.

### **5. Involving Parents and the Local Community**

We seek to involve as many parents and members of the local community in our Early Years Centre as possible. We encourage active involvement through:

- Written communications such as newsletters, the Centre's Facebook page, the website and guides to the curriculum
- Parental help as volunteers
- Surveys of parent opinion
- Parent and community representation on the Governing body

All users of our Centre are expected to adhere to our high standard of respect and understanding of others, regardless of differences, as outlined in this policy.

Our Centre is part of a multi-faceted community with a richness of diversity, which enables children to learn what it means to have inherent differences. Opportunities are taken within the Centre to share these experiences through:

- Activities and sessions where visitors explain about individuals
- Celebrations in newsletter/sessions
- Special weeks focusing on different parts of the world and aspects of the community through art, music or language
- Displays around the Children's Centre which reflect a range of positive images

## 6. Procedures

To achieve the highest standards of outcomes for all, the centre will:

- address unique and individual needs through thorough assessments and by seeking information that is important to individuals
- give a high profile to differentiation in planning, delivery and resources throughout the centre
- encourage respect for and understanding of the different cultures, beliefs, disabilities and personal circumstances of individuals - and to create a positive atmosphere in which there is a shared commitment to valuing diversity
- prepare children to be full citizens in today's diverse society and provide them with positive role models of respect and understanding
- involve, as far as possible, representatives from diverse groups within our community in the centre strategic development and the services we offer
- consider when defining the Centre's policy and procedures the implications for different groups within our community and to take specific action to tackle any differences in opportunities or attainment between groups
- work with other organisations and services in order to share strengths and seek ideas for improvement
- promote the welfare in the Centre of individuals who have specific physical, emotional, cultural, learning, religious and any other needs
- address the need for appropriate food to be made available for religious reasons/additional needs
- display sensitivity around requests for money for trips, charity and other extras which parents might find difficult with inconsiderate timing
- challenge and prevent all forms of prejudice and discrimination, to deal swiftly, effectively and firmly with comments and incidents which are detrimental to the well-being of others and to promote good relations between people from different groups
- employ a range of staff representing the diversity of our community and variety of experience
- ensure the correct and appropriate procedures are used for the recruitment, pay and career progression of staff in accordance with current equality legislation
- employ appropriate training of staff to ensure understanding of the special requirements of the Centre's community and individual's needs (e.g.: Hearing and visual impairment; Autism and Aspergers; cystic fibrosis and diabetes)
- ensure that all our policies and procedures are regularly reviews with these principles of equality in mind
- have asset management plans to help us ensure that the Centre improves provision of physical access

## 7. Staff Considerations

The Camrose Centre strives to provide a working environment, in which all staff members are able to give of their best and are treated with dignity and respect, which is free from harassment and bullying - and in which decisions will be based on merit. Infringements of these principles will be challenged and could lead to formal disciplinary measures.

Our employment procedures reflect the principles of equality, fairness and diversity and is reviewed regularly by the governing body. No staff member or applicant will be treated unfairly on grounds of the protected characteristics. Every attempt will be made to enable candidates demonstrate their abilities and interviewers will keep an open mind with regard to the characteristics.

We pride ourselves on acknowledging the needs of staff not only in terms of their role as educators within the Centre but also as parents, children and individuals. As such we will try to accommodate staff requests involving family demands where appropriate and not to the detriment of the children in the Centre. Guidance on absence is available separately.

We enable staff to manage effectively their home and Centre responsibilities, maintaining the drive for continuous Centre improvement whilst limiting the number and duration of absences. We aim to support staff in maintaining a healthy work/life balance and recognise the value of pursuing other interests.

Specific training will be given on The Equality Act 2010 in accordance with the requirements of the law and good practice.

It is expected that all staff, children and adults will pay due regard to the feelings of others and their needs and will implement this policy to the best of their ability. A spirit of fairness and openness will be encouraged and negative stereotyping prohibited.

## 8. Responsibilities of the Governing Body

The Centre's Governing Body will:

- ensure that there is an Equality, Inclusion and Diversity Policy in place and review its content regularly
- ensure and monitor its implementation
- provide leadership and support and ensure the accountability of the Senior Leadership team in communicating and implementing the Equality, Inclusion and Diversity Policy
- make reasonable adjustments if the premises or employment arrangements limit access to particular community groups or individuals on the basis of disability or gender
- question and challenge Centre practice, celebrate good practice and promote it throughout the Centre and the wider community
- provide appropriate role models for all managers and staff

- give due regard to the representative nature of its own membership in the recruitment of new governors
- ensure that the Centre carries out its statutory duties and provides any required reports to the LA

**The Head of Centre will:**

- ensure the place of equality within the Centre Development Plan
- ensure that the Equality, Inclusion and Diversity Policy and procedures are regularly reviewed and kept up-to-date, consulting with staff and stakeholders and ensuring effective communication
- address any situations where the principles of fairness and equality are challenged by any words and deeds of staff, parents and visitors

**Staff members will:**

- act professionally and in accordance with this policy at all times
- support the children to understand the principles of equality, diversity and inclusion in ways that are appropriate to their age
- support any parent in relation to the principles of this policy
- challenge any situation with empathy, in which these principles may not be evident
- bring to the attention of their line manager and/or the Head of Centre any situation that are not in accordance with this policy.

## 9. Monitoring and Evaluation

Key indicators of the efficacy of this policy include:

- The balance and profile of staff employed
- The number of racist incidents recorded
- The number of referrals of bullying
- The behaviour and attitude of children to a range of adults around the Centre, e.g. showing courtesy to all other children and adults
- The readiness of children to mix with one another in the sessions and take part in a wide range of activities
- The language children use towards one another
- The range of displays demonstrating the variety of cultures and languages present in the Centre
- The number and range of adults participating in family learning and other events

## Glossary of terms

### **Age**

Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).

### **Disability**

A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

### **Gender reassignment**

The process of transitioning from one gender to another.

### **Marriage and civil partnership**

Marriage is defined as a 'union between a man and a woman'. Same-sex couples can have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters.

### **Pregnancy and maternity**

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

### **Race**

Race refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

### **Religion and belief**

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

### **Sex**

A man or a woman.

### **Sexual orientation**

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

You can see a more in-depth definition of these protected characteristics on the [Office of Public Sector Information website](#).