



NURSERY CHILDCARE POLICY – EQUALITY AND INCLUSION

POLICY STATEMENT

St Helens College Nursery is committed to providing equality of opportunity and anti-discriminatory practice for all children and families. We aim to provide a positive and loving learning environment free from prejudice, discrimination, and fear, in which all children and their families feel accepted, respected, and valued.

AIMS

- Provide a secure and accessible environment in which all our children can flourish
- Recognise that all children are different and aim to identify how best to support each child and their family
- Recognise that all contributions are considered and valued
- Provide positive non stereotyping information regarding gender, roles ethnic and cultural groups and disabled people
- Ensure all Early Years Practitioners are committed to being positive role models

Admission

- Our setting is available to all college students, funded sessions are available to external users.
- We advertise our service via the college intranet and the local authority portal.
- We provide information in clear, concise language whether in spoken or written form
- We base our admissions policy on a fair system
- We ensure that all parents are made aware of all our policies and procedures and where they can access them
- We do not discriminate against a child or their family or prevent them entry to our setting because of colour, ethnicity, religion, belonging to the travelling community or an asylum seeker
- We do not discriminate against any child; reasonable adjustments will be made to include any child who may have a disability or special educational need

- We act against any discriminatory behaviour by staff or parents displaying openly discriminatory offensive materials, name calling or threatening behaviour
- Staff regularly update their knowledge by accessing online training provided by the college
- Policies are reviewed annually or when necessary to ensure staffs knowledge and practice is kept up to date
- We provide a complaints procedure

Curriculum and Environment

The EYFS curriculum encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to be able to show empathy and begin to develop the skills of critical thinking.

We do this by.

- Making children valued and good about themselves
- Making reasonable adjustments to the environment and resources to accommodate a range of learning and physical requirements
- Making appropriate provision within the curriculum by planning individually for each child to ensure each child receives the best opportunity to develop their personal skills and abilities
- Recognise the different styles of learning
- Create an environment of respect and tolerance avoiding stereotypes or derogatory images in the selection of books and resources we supply
- Celebrate a range of festivals
- Differentiate the curriculum to meet children's special educational needs
- Help children to understand that discriminatory behaviour and remarks are hurtful and unacceptable
- Ensure that children speaking any other language are supported in the development of their own language

Baby Welcome Environment

- We welcome families and offer support by providing appropriate facilities, and welcome mothers feeding their babies whether by breast or bottle.
- Our staff are helpful and friendly and have an awareness of the needs of families including those who wish to feed their babies.
- We believe the sensitivities of other customers should not stop a baby from being fed on the premises and staff will always act in favour of mother and baby.

- We provide an environment where mothers can feed their baby in some privacy, if required.

Valuing Diversity in Families

- We welcome the diversity of family lifestyle
- We encourage children to contribute stories of their everyday life to the setting
- We encourage parents to be involved in their child's learning and development by encouraging parental participation
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion

Food

- We work in partnership with parents to ensure that the medical, cultural, and dietary needs of children are met
- We help children to learn about healthy foods from around the world and to respect the differences among them

Legal Framework for this Policy

- The General Data Protection Regulation (GDPR)
- The Equality Act 2010
- Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Act 1976
- Race Relations (Amendment) Act 2000
- Children's Act 1989, 2004
- Special Educational Needs and Disability Act 2001

SCOPE OF THE POLICY

This policy applies to all staff, parents, and children of the Childcare Facility.

ASSOCIATED POLICIES

- Safeguarding & Child Protection
- Special Educational Needs
- Health & Safety
- Parental Participation
- Managing Children's Behaviour
- Medications & Ill Health
- Communication
- Confidentiality & Record Keeping
- Code of Conduct for Parents, Guardians, Visitors & Contractors
- Induction of Staff & Students

Learner Engagement Strategy: Childcare Policy:
 Equality & Inclusion
 Lead Author: Nicola Glover
 Date: Oct 2008
 Revised May 2014
 Revised May 2018
 Revised January 2022

- Intimate Care
- Key Person & Settling In
- Working In Partnership with Other Agencies
- Data Protection & Sharing of Information
- Transition
- Nappy Changing
- Admissions & Registration
- Foods & Snacks
- Visits & Outings
- Maintaining Children’s Safety & Security on the Premises
- Dummies
- Supervision
- Staff Behaviour
- Education & Curriculum
- Biting

ACCESS TO THE POLICY

This policy will also be given to all Childcare Facility staff and made available to users of the Childcare Facility. A copy of all policies will also be held centrally in the Childcare Facility Manager’s office.

POST-HOLDER TO CONTACT

Director of marketing, recruitment & customer relations

Date of Issue: October 2008	Reviewed May 2014	Revised May 2018 Revised 2022
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