

1. Procedure Aim

To ensure equality and diversity throughout the nursery involving staff, children, students, parents and visitors and ensuring the inclusion of all.

2. Procedure Statements

2.1 The nursery and staff are committed to:

- Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, the nursery will ensure that no job applicant or employee will receive less favourable treatment on the grounds of age, sex, gender reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation and pregnancy or maternity which cannot be justified as being necessary for the safe and effective performance of their work or training
- Providing a childcare place, wherever possible, for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances, and the nursery’s ability to provide the necessary standard of care
- Striving to promote equal access to services and projects by taking practical steps, (wherever possible and reasonable) such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families
- Providing a secure environment in which all our children can flourish and all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity
- Providing positive non-stereotypical information
- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity
- Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote and value diversity and difference and that the policy is effective and practices are non-discriminatory
- Making inclusion a thread, which runs through the entirety of the nursery, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour (see dealing with discriminatory behaviour policy).

2.2 Admissions/service provision

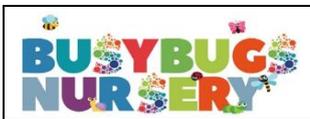
The nursery is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy.

The nursery will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

2.3 Recruitment

All members of the selection group will be committed to the inclusive practice set out in this policy and will have received appropriate training in this regard. Page 14

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Application forms will not include questions that potentially discriminate against the grounds specified in the statement of intent.

At interview, no questions will be posed which potentially discriminate against the grounds specified in the statement of intent. All candidates will be asked the same questions, and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process. Candidates will be given the opportunity to receive feedback on the reasons why they were not successful.

2.4 Staff

It is the policy of Busy Bugs not to discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. All staff are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds as specified in this policy and recognise and celebrate other cultures and traditions. All staff are expected to participate in equality and inclusion training.

2.5 Training

The nursery recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. The nursery will strive towards the provision of inclusion, equality and diversity training for all staff on a regular basis.

2.6 Early learning framework

Early learning opportunities offered in the nursery encourage children to develop positive attitudes to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Making children feel valued and good about themselves
- Ensuring that all children have equal access to early learning and play opportunities
- Reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypical or derogatory images in the selection of materials
- Acknowledging and celebrating a wide range of religions, beliefs and festivals
- Creating an environment of mutual respect and empathy
- Helping children to understand that discriminatory behaviour and remarks are unacceptable
- Ensuring that all early learning opportunities offered are inclusive of children with learning difficulties and/or disabilities and children from disadvantaged backgrounds
- Ensuring that children whose first language is not English have full access to the early learning opportunities and are supported in their learning.

2.7 Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met, information of this is shared with all staff who work with the children and a list of dietary requirements is displayed in each of the children’s rooms and a copy for each room displayed in the kitchen.
- We will help children to learn about a range of food and cultural approaches to meal times and to respect the differences among them.

2.8 Exclusion

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There are however certain occasions when it may be necessary to ask a parent to not bring their child to nursery for a short period of time. These reasons include:

- If a child is ill (see the Sickness and illness policy for more detailed information)
- If a child has a highly infectious condition e.g. impetigo, chicken pox.
- If the child has a notifiable disease
- If a child has had a bout of sickness or diarrhoea within the last 48 hours.
- If a child or a member of their household has symptoms or a positive covid-19 test (see Covid-19 policy for guidelines)

The management of the nursery reserve the right to terminate a contract with immediate effect and exclude a child permanently if they:

- continually demonstrates aggressive behaviour to the other children in the nursery
- continually uses inappropriate language (swearing)
- continually makes inappropriate remarks, such as racist comments
- is likely to cause harm to other children in the setting
- is found to be stealing from staff or the nursery.

Nursery staff will already have discussed their concerns with parents and worked with them over a period of time to address their child's behaviour. Nursery staff would have used a variety of different strategies and with parental permission sought support from outside agencies.

Exclusion of a child would only occur if their behaviour was very severe and having a continued negative impact on the other children in the nursery.

2.9 Looked after children EYFS 3.66

Our nursery is committed to providing a welcoming and inclusive quality environment for all children and families.

The description 'looked after' is generally used to describe a child who is looked after by the Local Authority. This includes children who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care. Most looked after children will be cared for by foster carers with a very small minority in children's homes, looked after by family members or even placed back within the family home.

The legal framework for this policy is underpinned by or supported through:

- Childcare Act 2006
- Children Act (1989)
- Adoption & Children Act (2002)
- Children & Young Person Act (2002)

The term 'Looked after child' denotes a child's current legal status; but this term is never used to categorise a child as standing out from others or referred to using acronyms such as LAC. For young children to get the most out of educational opportunities they need to be settled appropriately with their carer. At Busy Bugs we treat each child as an individual. Discussions will take place regarding the length of time the child has been with their carer before they start nursery to distinguish if they have secured a relationship and are ready to be able to cope with further separation, a new environment and new expectations made upon them.

We are aware that there a number of reasons why a child may go in to care and these reasons may or may not include traumatic experiences or abuse. All practitioners are committed to doing all they can to support all children to achieve their full potential. The nursery staff team are all trained to understand our safeguarding policy and procedures and additional training to support

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children’s individual needs will be planned for where appropriate. Practitioners are supported by management at all times and we have an open door policy if they need to discuss any sensitive issues regarding the child.

Each child will be allocated a key person. The key person will support the child initially with transition and settling in and then continue to support and build up a relationship with the child, carers and other agencies involved. Regular contact will be maintained with the carers throughout the child’s time at the nursery and with the social worker (where applicable).

Regular on going practice such as observations will be carried out to build up a picture of the child’s interests, and activities will be planned accordingly to support the child’s stage of learning and development and interests. This information will be shared with carers as well as any concerns surrounding their developmental stages.

Where necessary a care plan will be developed with carers and professionals. This will include:

- the child’s emotional needs and how they are to be met;
- how any emotional issues and problems that affect behaviour are to be managed;
- the child’s sense of self, culture, language/s and identity - how this is to be supported;
- the child’s need for sociability and friendship;
- the child’s interests and abilities and possible learning journey pathway; and
- how any special needs will be supported

In addition the care plan may also consider:

- How information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
- What contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be the setting, when, where and what form the contact will take will be discussed and agreed;
- What written reporting is required;
- Wherever possible, and where the plan is for the child’s return to their home, the birth parent(s) should be involved in planning; and
- With the social worker’s agreement, and as part of the plan, the birth parent(s) should be involved in the setting’s activities that include parents, such as outings, fun-days etc alongside the foster carer.
- Where applicable, an Individual Education Plan (IEP) will also be completed for 3-5 year olds in partnership with the social worker and/or care manager and carers. We will also attend all appropriate meetings and contribute to reviews.
- Transition to school will be handled sensitively with the key person working together with the child to ensure that this is as smooth as transition as possible and all necessary information is shared. The child’s individual file, including observations, photographs and pieces of art work and mark making will be passed on to the carer at this stage.

3.0 Dealing with discriminatory behaviour

We have a duty to create and implement strategies in the nursery to prevent and address all discriminatory behaviour. Such strategies include:

- The nursery records all incidents relating to discrimination on any grounds
- All recorded incidents are reported to the children’s parents, and when appropriate to the registering authority.

Parents have a right to know if discrimination occurs and what actions the nursery will take to tackle it.

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Types of discrimination

- **Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic
- **Discrimination by association** occurs when there is a direct discrimination against a person because they associate with a person who has a protected characteristic
- **Discrimination by perception** occurs when there is a direct discrimination against a person because they are perceived to have a protected characteristic
- **Indirect discrimination** can occur where a provision or criterion is in place which applies to everyone in the organisation but particularly disadvantages people who share a protected characteristic
- **Harassment** is defined as ‘unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual’
- **Third party harassment** is the harassment of employees by a third party not employed by the nursery, e.g. visitors or parents
- **Victimisation** occurs when an employee is treated badly or put to detriment because they have made or supported a complaint or raised grievance under the Equality Act 2010 or have been suspected of doing so.

Protected characteristics

The nine protected characteristics under the Equality Act 2010 are:

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

Incidents may involve a small or large number of persons, they may vary in their degree of offence and may not even recognise the incident has discriminatory implications; or at the other extreme their behaviour may be quite deliberate and blatant.

Examples of discriminatory behaviour are:

- Physical assault against a person or group of people
- Derogatory name calling, insults and discriminatory jokes
- Graffiti and other written insults
- Provocative behaviour such as wearing badges and insignia and the distribution of discriminatory literature
- Threats against a person or group of people because the nine protected characteristics listed above
- Discriminatory comments including ridicule made in the course of discussions
- Patronising words or actions.
- All staff in the nursery should be constantly aware of and alert to any discriminatory behaviour or bullying taking place

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- They must intervene firmly and quickly to prevent any discriminatory behaviour or bullying, this may include behaviour from parents. Any allegation should be taken seriously and reported to the nursery manager
- Each incident should be investigated and recorded in detail as accurately as possible. This record should be available for inspection by staff, inspectors and parents where appropriate, on request
- The nursery manager is responsible for ensuring that incidents are handled appropriately and sensitively and entered in the record book. Any pattern of behaviour should be indicated. Perpetrator/victim’s initials may be used in the record book as information on individuals is confidential to the nursery
- Where an allegation is substantiated following an investigation, the parents of the child(ren) who are perpetrators and/or victims should be informed of the incident and of the outcome
- Continued discriminatory behaviour or bullying may lead to exclusion but such steps should only be taken when other strategies have failed to modify behaviour
- Adults found to be perpetrators must be reported immediately to the manager and where such adults are employees and such allegations are substantiated HR will be informed and after investigation, appropriate disciplinary action shall be taken which can include dismissal.

Discriminatory behaviour or bullying needs to be recorded to ensure that:

- Strategies are developed to prevent future incidents
- Patterns of behaviour are identified
- Persistent offenders are identified
- Effectiveness of nursery policies are monitored
- A secure information base is provided to enable the nursery to respond to any discriminatory behaviour or bullying.

3.1 Nursery staff responsibilities

All staff should be alert and seek to overcome any ignorant or offensive behaviour based on fear or dislike of distinctions that children, staff or parents may express in nursery. An atmosphere must be created where the victims of any form of discrimination have confidence to report such behaviour, and that subsequently they feel positively supported by the staff and management of the nursery.

It is incumbent upon all members of staff to ensure that they do not express any views or comments that are discriminatory. Nor must staff appear to endorse such views by failing to counter behaviour, which is prejudicial in a direct manner. A sensitive and informed approach must be used to counter any harassment perpetrated out of ignorance.

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