

## **EQUALITY POLICY**

### **Rationale**

Equality is the right of every child to be recognised as an individual and to be treated fairly. Equality should be promoted among all people in an inclusive society and steps should be actively taken to counter any discrimination based on these protected characteristics. Age, disability, sex, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation (The Equality Act 2010).

Equal opportunities are not about treating all people the same. It is about recognising and valuing that we are all different with different things to offer and different needs to be met: Equity.

#### **This guidance will help providers and staff to take into account the relevant Health and Social Care Standards:**

- 1.1 I am accepted and valued whatever my needs, ability, gender, age, faith, mental health status, race, background or sexual orientation.
- 1.2 My human rights are protected and promoted and I experience no discrimination.
- 1.6 I get the most out of life because the people and organisation who support and care for me have an enabling attitude and believe in my potential.
- 2.2 I am empowered and enabled to be as independent and as in control of my life as I want and can be.
- 3.13 I am treated as an individual by people who respect my needs, choices and wishes, and anyone making a decision about my future care and support knows me.
- 4.1 My human rights are central to the organisations that support and care for me.
- 4.3 I experience care and support where all people are respected and valued.

#### **This guidance will help providers and staff to take into account the relevant Quality Indicators from How Good is our Early Learning and Childcare: [How Good Is Our Early Learning and Childcare](#)**

- 1.5 Management of resources to promote equity
- 3.1 Ensuring wellbeing, equality and inclusion

#### **This guidance will help providers and staff to take into account the relevant articles from the UN Convention on the Rights of the Child: [A Summary of the UN Convention on the Rights of the Child](#)**

- Article 13 – freedom of expression
- Article 23 – children with a disability
- Article 28 – right to education
- Article 30 – children from minority or indigenous groups

**This policy will be monitored by / through:** annual review of policy

This policy will be reviewed in:	12 months
Review Date:	August 2025
Reviewed By:	Management

AIMS	OUTCOMES	IMPLEMENTATION
<ul style="list-style-type: none"> <li>• To create an open welcoming environment where all children parents/carers and staff feel valued and respected.</li> <li>• To ensure children's rights are upheld in accordance with the UNCRC</li> <li>• To communicate effectively with all parents/carers to ensure that they are kept informed about their children's progress and the setting/centre's news and events.</li> <li>• To encourage all parents and carers to work in partnership with the setting/centre staff and to contribute in whatever way they can.</li> <li>• To recognise the potential and individuality of all children and to plan and provide opportunities for them to develop in an environment free from</li> </ul>	<ul style="list-style-type: none"> <li>• Within and beyond our setting there is a shared understanding of wellbeing and children's rights</li> <li>• Respect each child/person as unique individuals.</li> <li>• Acknowledge and respect cultural, religious and family values.</li> <li>• Ensure that we do not make assumptions about people.</li> <li>• See diversity as positive and to be encouraged.</li> <li>• Talk to the parents/carers about their child's ethnic, religious and cultural heritage and experiences at home.</li> <li>• Provide opportunities for parents/carers to work alongside staff.</li> <li>• Seek parent's/carers views about the service we offer and how we could better meet their needs.</li> <li>• Encourage parents/carers to tell us about their children's achievements at home and to plan future possibilities in learning with their children.</li> <li>• Be aware and meet each child's individual needs</li> <li>• Make activities accessible to all by adapting them if necessary.</li> <li>• Support and promote inclusion of children with disability.</li> <li>• Provide children with positive images of people of different gender, race culture and those with disabilities.</li> <li>• Encourage all to have positive attitudes to themselves and others.</li> <li>• Encourage self-esteem, self-confidence and a positive approach to learning.</li> <li>• Ensure that books and equipment give positive images of people of different gender, race, culture, and disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and families work closely together to discuss and complete the My World format. This should be reviewed and dated at least every 6 months.</li> <li>• Follow guidance in Health &amp; Social Care Standards 1.1, 1.2, 1.6, 2.2, 3.13, 4.1 and 4.3: <a href="#">Health and Social Care Standards (2017)</a></li> <li>• How Good is Our Early Learning and Childcare Quality Indicators – 1.5 and 3.1</li> <li>• Information included in the My World format is used to inform planning in order to best meet the needs and interests of the individual child.</li> <li>• All staff understand their responsibilities as duty bearers to respect, promote and realise children's rights</li> <li>• Key-workers prioritise time to build relationships with children and families.</li> <li>• Staff will time meetings to discuss children's progress, so that all parents/carers are able to attend.</li> <li>• Communicate with parents/carers in a variety of ways and in as many languages as necessary including sign language and braille.</li> <li>• Provide equity to all</li> <li>• Challenge any sexist, racial, discriminatory or stereotypical behaviour</li> </ul>

<p>prejudice and discrimination.</p> <ul style="list-style-type: none"><li>• To ensure that resources support equality of opportunity.</li></ul>	<ul style="list-style-type: none"><li>• Plan activities that increase awareness of other cultures in a positive way e.g. festivals, displays, food, etc.</li></ul>	<ul style="list-style-type: none"><li>• Actively encourage girls and boys to use all activities in the centre without gender bias</li></ul>
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