

Luton Early Years Development and Childcare Partnership

EQUALITY POLICIES

As agreed at the EYDCP Equalities and SEN group – 19th June 2007

General Statement

Luton Early Years Development and Childcare Partnership [‘The Partnership’] recognises the central role that equal opportunities have in all aspects of its work, and that of its partners.

The Partnership aims to create and promote equality across all early years education and childcare providers within Luton, and to support providers in establishing and implementing equality policies and in the monitoring and evaluation of their effectiveness.

The Partnership recognises the legal obligations imposed by equality legislation and is committed to implementing the requirements of the relevant legislation, as per Annex A.

The focus for this policy will include

- General Equal Opportunities Policy
- Anti-racist policy
- Inter-cultural education policy
- Gender policy
- Staffing policy
- Special Needs policy

Equality - General Policy

The Partnership believes that the provision of equal opportunities is essential and intrinsic to its work and that of its partners in the delivery of high quality early years education and childcare. The Partnership, together with Luton's early years education and childcare providers will strive to create a community in which the different needs of individuals and cultures are recognised and valued and the barriers that limit children from achieving their full potential are removed.

It is our responsibility to educate children to be aware of and to contribute to the society in which they live, and to provide equality of opportunity for all children and staff regardless of ability, age, disability, ethnicity, gender, sexual orientation or belief.

Aims of the Policy

- To educate and develop all children in our care with an awareness of an increasingly diverse society;
- To encourage respect between individuals in the community by increasing their understanding of the groups to which each belong;
- To value other groups and to recognise the need for all to coexist harmoniously;
- To ensure all children have full access to their curriculum and all play and leisure opportunities;
- To ensure all members of our community feel valued

Guidelines

- Each provider should have in place an equal opportunities policy which should be widely disseminated and regularly reviewed;
- A named individual within each provision should be designated as an Equal Opportunities Coordinator with responsibility for establishing, revising and ensuring the implementation of the service's Equal Opportunities Policy, and for monitoring and evaluating its effectiveness;
- Whilst the Equal Opportunities Coordinator is responsible for co-ordinating equality issues across the service, all members of staff should be responsible for implementing the equal opportunities policies;
- All children and young people should be given full access to their curriculum and all play and leisure opportunities;
- Equality issues should be dealt with explicitly in a whole provision approach within topics and within subject areas as part of the teaching, learning and playwork processes;
- The provision promotes an ethos of mutual respect for all in the individual provision and the wider community;
- Children's best efforts should be valued and staff motivated by praise and encouragement. Individual children's achievements should be recognised and rewarded, regardless of ability;
- All children should be treated fairly and according to their individual needs
- It should be the responsibility of the headteacher, governors, management committee, nursery manager, pre-school leader, senior playworker and key-workers to ensure that the curriculum meets the needs of all pupils through appropriate differentiation;
- Continuous assessment of each child's progress ensures that individual needs are clearly identified and information should be available for the child, staff, parents and any other interested party;
- Parents should be regularly informed about their child's progress and should be involved in decision making regarding behaviour management, addressing special needs and cultural issues;
- Parents should be regularly informed about, and involved in, the development and delivery of the curriculum

Resources

- Resources should be regularly reviewed and enhanced to reflect the provision's community profile and the wider communities in Luton, the United Kingdom and internationally;
- Resources and artifacts displayed in the environment reflect positive contributions from all cultures and should be free of gender, race, disability age, faith and bias;
- All resources and materials should promote equal opportunity issues;
- Publications and promotional materials should be free of bias and stereotype on any grounds

Organisation

All organisations should have arrangements in place to deliver equal opportunity to all in practice and admissions policies should reflect this.

- Care should be taken that each class or group is of truly mixed ability and so constructed that it reflects as far as possible the diversity of the provision;
- Children's age, gender, abilities, friendships and group dynamics should be considered to ensure that each child is placed in a balanced and harmonious learning environment;
- Parents and visitors should behave appropriately when in the provision

Training

All providers should supply briefing and training for all staff, committee members and other stakeholders to ensure they are aware of the commitments and requirements set out in their policy.

Equality Policy: Anti-racist policy

Rationale

The Partnership believes that all children should be encouraged to achieve a high level of success and self-esteem, whilst retaining their cultural identity, to help them value differences and achieve their potential and well being.

Aims of the Policy

The Partnership aims to work with all providers of early years education and childcare to: -

- Make each provision a safe and welcoming place for all its members;
- Provide a curriculum and activities, which emphasise the positive aspects of all cultures;
- Provide a consistent approach to tackle racism throughout the provision

The purpose of the Anti-Racist Policy is to provide a clear and definite statement of commitment to the elimination of racism in all its forms.

The Partnership sees racism as: -

- A negation of the basic right of individuals to the considerations which they deserve;
- Physical violence;
- Name calling which refers to ethnicity;
- Devaluation of culture and religion;
- Non-representation of different cultures in resources, staffing and management

The Partnership recognises the Macpherson Report's definition of institutional racism as "discrimination through unwitting prejudice, ignorance, thoughtlessness and racial stereotyping, which disadvantages ethnic minority people". This policy is intended to address and combat that racism.

Guidelines

All providers should: -

- Ensure planning reflects an anti-racist policy;
- Ensure that racist incidents are dealt with appropriately and recorded;
- Be vigilant with regard to any racial incidents within the provision and the wider community;
- Encourage respect between individuals by increasing their understanding of the groups to which they belong;
- Lead by good example;
- Give equal status to all pupils as individuals and as members of ethnic and cultural groups;
- Ensure that all books and resources are non-racist and reflect a positive attitude and image;
- Ensure all languages and cultures are given equal status and respect;
- Manage fairly and equally the expectations of children's roles and abilities enabling all children to reach their full potential;
- Be aware of, and avoid, stereotyping;
- Encourage the use of language diversity within the provision to good advantage;
- Monitor the arrangements and activities for any adverse impact

Children should be:

- Taught to respect people as individuals;
- Made aware of cultural differences and be encouraged to accept them and to understand them;
- Made aware of common similarities whatever culture or background;
- Encouraged to speak their mother tongue;
- Encouraged to take pride in their own cultural background;
- Encouraged to respect other people's religion and culture;
- Encouraged to pronounce each other's names correctly;
- Made aware of each individual's right to the same care, attention and expectations they would expect themselves;
- Made aware that racial harassment or harassment on any ground will not be tolerated;
- Encouraged to bring racial, disability, sex, religious, homophobic incidents to the notice of staff and have any such incidents dealt with promptly and justly;
- Given the opportunity to discuss issues surrounding discrimination or harassment and explore possible solutions

Management Committee / Governing Bodies

Membership of the management committee or governing body should, as far as is possible, reflect the various cultural groups represented in the community, for which the provision serves.

Monitoring

- All incidents of discrimination or harassment should be recorded in the Incident Book and monitored for patterns of behaviour;
- General observations should be made of non-classroom activities, including the playground

Outcomes

- Staff deal with discrimination or harassment incidents quickly, sensitively and fairly;
- Children will bring all incidents to the notice of the staff and feel that any such incidents will be dealt with promptly and justly;
- Programmes of study and play activities reflect an anti-discriminatory approach;
- All children are integrated into the life of the provision whatever their background

Equalities Policy - Gender

Rationale

The Partnership believes that the provision of equal opportunities is essential to its work and that of its partners in the delivery of high quality early years education and childcare. The Partnership, together with Luton's early years education and childcare providers strive to create a community in which men and women, boys and girls from all cultures are valued equally, while their different backgrounds, experiences and needs are respected.

The Partnership further believes that the process of sex stereotyping leads boys and girls to conform to gender roles that inhibit their abilities, their performance and aspirations. The consequences limit both boys and girls by restricting their choices and as such are clearly incompatible with good educational or childcare practice.

Aims of the Policy

The purpose of the equal opportunities policy in relation to gender is to ensure that no discrimination takes place on the grounds of sex. The provision recognises this responsibility and seeks to establish a climate of equality and adopts positive strategies to achieve equality of opportunity for both sexes.

Guidelines

Children

- Boys and girls in each year group should have equal access to the full range of experiences;
- Boys and girls should work together in mixed groups, where appropriate, and seating and other arrangements promote this;
- Boys and girls should have equal entitlement to all equipment and resources - e.g. computers, role play areas, outside play equipment or musical activities;
- Opportunities should be created for both quiet and boisterous play to ensure quiet, gentle boys and girls are not marginalised, excluded or bullied;
- Boys and girls should share cloakroom areas and play areas and line up together. Neither boys nor girls should be allowed to dominate;
- Boys and girls should be encouraged to achieve in all curriculum areas and play activities;
- Boys and girls should engage equally in active outdoor pursuits and in quiet passive pursuits

Curriculum/Activities

- The curriculum (both formal and informal) should promote positive images of both sexes;
- Resources and materials should present both sexes in a variety of roles and relationships;
- Different learning styles should be recognised when developing the curriculum;
- Displays should portray men and women, girls and boys in a variety of roles

Staff

- Should be mindful of the religious backgrounds of children and should be sensitive to the feelings of children;
- Should have equally high expectations of boys and girls;
- Should ensure that neither boys nor girls are dominant in the use of equipment;
- Should try hard to give both boys and girls equal attention

Monitoring

- Use of register and class lists to ensure equal opportunities to use equipment and resources – e.g., computers or role-play;
- Analysis of records of achievement according to gender with a view to targeting support;
- Tracking of sample children throughout the provision;
- Normal profiling of children

Outcomes

- Assessment process, provision organisation and the curriculum and activities should be free of gender bias;
- Equality of opportunity for both sexes;
- Positive relationships and understanding between the sexes

Equality Policy: Inter-cultural Education

Rationale

Intercultural education should be a necessary, relevant and integral part of all educational processes in multicultural Luton and in the United Kingdom today.

Aims of the Policy

- To contribute to the expression and development of a fair and just society for all;
- To instill an acceptance and respect for other cultures, religions and alternative ways of life;
- To meet the specific educational needs of all children and to nurture their self-esteem;
- To combat racism and the discriminatory practices to which it gives rise.

Guidelines

- Provisions should celebrate the diversity of language, culture and religious beliefs in the wider society;
- The curriculum and play activities should be intercultural in their planning and presentation;
- Provisions should endeavour to involve parents in the education of their children. Parent networks and activities provide valuable opportunities to promote beliefs concerning intercultural education;
- The talents, skills and knowledge of all staff members should be used to inform us all of the customs and traditions of many societies;
- Many world festivals should be celebrated;
- Stories from around the world should be used to promote intercultural education;
- Opportunities to meet people and children from a variety of backgrounds should be created

Resources

- Resources should be developed and constructed so as to help children to learn about their cultural diversity and history;
- Artists work from around the world should be displayed throughout the provision;
- Books should be carefully selected to ensure a multi-ethnic content and include story books from other cultures and non-fiction books about life in other countries.

Monitoring

- Tracking of children throughout the provision to ensure equality of curriculum and play activity access.
- Where records of achievement are kept, it would be good practice for them to be analysed according to ethnic group with a view to targeting support for groups of children;
- It would be good practice to pass on to admitting schools any records of achievement or any other information relating to the individual child

Outcomes

- Inter-cultural understanding
- Co-operation and shared achievement;
- Social and educational justice;
- Valuing the background and experiences of all children;
- Resources reflect the cultural diversity of the community provision
- Shared history and sense of belonging.

Equality Policy - Staff

Rationale

The Partnership believes that equal opportunities should operate in the field of employment, training and promotion and must comply with government legislation.

Equal Opportunities is about recognising people's different needs, situations and goals and removing the barriers that limits what they can do and can be.

Aims of the Policy

To ensure that

- All staff feel valued members of the team;
- All staff reach their potential;
- All staff are supported in their professional development;
- All staff feel their views, backgrounds and beliefs are respected by colleagues;
- The relationships of the staff act as role models to the children and their parents

Guidelines

- Fair selection procedures should be employed in the recruitment and selection of all staff;
- As far as is possible given national recruitment levels, providers should seek to appoint staff broadly representative of the diverse community they serve;
- All new appointments should be open to application from existing members of staff who match the person specification;
- All new staff should be made aware of the provision's equal opportunities policies and should be supported when discriminatory situations arise;
- Staff should join together to celebrate each other's cultural festivals;
- Staff should respect each others religious observances;
- Suitable adaptations should be made, and other relevant steps should be taken to ensure that staff with disabilities are able to carry out the duties of their post effectively;
- All staff should be given equal access to appropriate courses and training;
- All staff should be encouraged to seek promotion if they so wish

Outcome

Staff feels secure and fulfilled in their work, which reflects upon the overall ethos of the provision. Discriminatory incidents, including bullying and harassment, are dealt with promptly and effectively.

Monitoring

- Through appraisal interviews;
- Through an ongoing review of recruitment and selection procedures;
- Through exit interviews

Equalities Policy: Special Needs Policy

Rationale

The Partnership believes that all children have the right to participate as fully as possible within their local community and be valued for the contribution they make, irrespective of their particular needs or disability. This principle is reflected in Luton council's Special Educational Needs (SEN) policy. The key to meeting the needs of all children is close partnership between all those involved – Luton Borough Council, early years providers, parents and carers, children, Health, Housing and Social Services. It supports the fundamental principles of the SEN Code of Practice 2001.

- A child with special educational needs should have their needs met;
- The special educational needs of children will normally be met in mainstream schools or provisions;
- The views of the child should be sought and taken into account;
- Parents' have a vital role to play in supporting their child's education;
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate differentiated curriculum.

Aims of the Policy

The Partnership aims to work with all providers of early years education and childcare to

- Increase diversity and parental choice by developing inclusive provision for children with special educational needs and/or disabilities at a broad range of early years education and childcare provisions;
- Support providers to work jointly with other agencies to ensure a cooperative approach to meeting children's needs through early assessment and identification;
- Make each provision a safe and welcoming place for all children;
- Provide a consistent approach to tackle exclusion throughout the provision;
- Provide an appropriately adapted curriculum and activities that should be accessible to all children, regardless of their individual needs

Guidelines

All provisions should: -

- Ensure that a named member of staff is designated as the provision Special Needs Co-ordinator, and benefits from relevant training (3 days minimum);
- Ensure that wherever possible planning reflects an inclusive policy;
- Ensure that the admissions policy does not discriminate against children with special educational needs or disabilities;
- Ensure that staff recruitment practice does not discriminate against people with special educational needs or disabilities;
- Ensure that children with special educational needs and/or disabilities are supported as far as is possible to access the full range of activities within the provision, and are not treated less favourably than other children within the provision; making reasonable adjustments to avoid putting disabled children at a substantial disadvantage;
- Encourage respect between children by increasing their understanding of disability, and celebrating achievements of children with special needs or disabilities;
- Lead by good example;
- Give equal status and respect to all pupils;
- Ensure that books and resources reflect a positive attitude and image of people with disabilities;
- Ensure high expectations for all children and ensure all children reach their full potential;
- Be aware of, and avoid, stereotyping

Children will be:

- Taught to respect people as individuals;
- Encouraged to celebrate the achievements of their peers with special needs;
- Made aware of each individual's right to the same care, attention and expectations they would agree to themselves;
- Made aware that discrimination against those with special needs will not be tolerated;
- Given the opportunity to discuss issues surrounding special educational needs and disabilities

Outcomes

- Wherever possible, provision should be made for children with special needs at the provision of the child's parents or carer's choice;
- Inclusive practices are in place in all provisions;
- All provisions have a named special needs co-ordinator who is benefiting from relevant training, and, together with cluster group support, ensures the provision is meeting the needs of children regardless of their individual need;
- Programmes of study and play activities can be accessed by all children, regardless of their individual need;
- All children are integrated into the life of the provision whatever their need

KEY LEGISLATION

(Legislation made prior to 1988 is not available online)

Area	Legislation
Gender (sex)	<p>Sex Discrimination Act 1975, as amended. Equality Act 2006.</p> <p>Employment Equality (Sex Discrimination) Regulations 2005.</p> <p>Equal Pay Act 1970 (Amended).</p> <p>Civil Partnerships Act 2004.</p> <p>Gender Recognition Act 2004.</p>
Gender (reassignment)	<p>Sex Discrimination (Gender Reassignment) Regulations 1999.</p>
Race	<p>Race Relations Act 1976, as amended, 2003 Regulations.</p> <p>Race Relations (Amendment) Act 2000.</p> <p>Racial and Religious Hatred Act 2006.</p>
Disability	<p>Disability Discrimination Act 1995, as amended.</p> <p>Special Educational Needs and Disability Act 2001.</p> <p>Disability Discrimination Act 2005.</p>
Sexual orientation	<p>Employment Equality (Sexual Orientation) Regulations 2003, as amended.</p>
Religion or belief	<p>Employment Equality (Religion or Belief) Regulations 2003, as amended.</p> <p>Equality Act 2006.</p>
Age	<p>Employment Equality (Age) Regulations 2006.</p>

WHERE TO FIND MORE DETAILED GUIDANCE

Cross-cutting

[Governors Guide to the Law \(chapter 11\)](#)

[Teachernet – information and advice on equality issues](#)

[idea-knowledge](#)

Gender (sex)

[The Equal Opportunities Commission – advice on the Gender Equality Duty](#)

[The Women and Equality Unit](#)

Gender reassignment

[A Guide to the Sex Discrimination \(Gender Reassignment\) Regulations 1999](#)

Race

[Commission for Racial Equality – guidance for schools on the race equality duty](#)

[Recording and Reporting Racist Incidents Guidance](#)

Disability

[Promoting Disability Equality in Schools](#)

[Disability Rights Commission](#)

[Implementing the DDA in schools and early years settings](#)

Sexual orientation

[Advisory, Conciliation and Arbitration Service \(ACAS\)](#)

Religion or belief

[Advisory, Conciliation and Arbitration Service \(ACAS\)](#)

Age

[Advisory, Conciliation and Arbitration Service \(ACAS\)](#)

[Age Positive](#)