

Equality of Opportunity

Valuing diversity and promoting **inclusion and equality**

Underlying Principle

Everyone is different and has something unique to offer. Mr. Bee's wants to respect and understand these differences **ensuring a fully inclusive approach is taken to ensure we** make the most of everyone's **skills and abilities as well as meeting the needs of all the children who attend.**

Definitions

Diversity is about understanding, recognising, respecting and valuing differences.

Equality is about managing differences so that everyone has equality of opportunity through a fair and consistent approach to the application of rules, policies and procedures. We recognise that sometimes this will mean treating people differently. This commitment is relevant to all we do, how we manage ourselves and how we deliver our services.

Inclusion is about an action or state of including or being included within the organisation.

We will promote equality, diversity **and inclusion** across all areas. Our Vision pledges state:

- We aim to be a fair, unbiased and professional.
- Our priority is to meet the children's needs allowing them to reach their full potential.
- We are committed to and promote equality, diversity **and inclusion.**
- We are proud of our staff, respect their views and invest in helping them meet their potential.
- At all times we are accountable for our performance.
- We are one organisation, no matter where we are based or what job we do.

Summary Statement

Mr. Bee's will ensure that our service is fully inclusive in meeting the needs of all children, their families, employees, students and volunteers. We will not tolerate discrimination because of a protected characteristic; these are Age, Race, Sex, Gender Reassignment, Disability, Sexual Orientation, religion or Belief, Pregnancy or Maternity and Civil Partnership or Marriage. We will also not discriminate because of working patterns or trade union membership nor will we tolerate harassment or bullying on these or any other grounds ([refer to Whistle Blowing policy](#)).

Leadership and management

The Trustees takes overall responsibility for the development of equality and diversity, leads by example and ensures that progress is reviewed and further actions instigated as necessary.

All Mr. Bee's leaders and managers at all levels will demonstrate their commitment to promoting equality, diversity **and inclusion**, and take responsibility for progress, and all staff have personal responsibilities to treat everyone with respect, consideration and without prejudice and to promote the same levels of behaviour in colleagues.

Indicators of success

Leaders and managers visibly:

- challenge unacceptable behaviours and create a climate where complaints can be raised without the fear of reprisal ([refer to Whistle Blowing policy](#))
- take firm action where unfairness or inconsistency exists
- encourage and support diversity within their teams
- demonstrate and promote considerate and fair behaviour
- treat staff with dignity and respect and recognise and value individual skills and contributions
- demonstrate through words and actions that diversity is an integral part of meeting the business priorities
- create an environment in which staff are able to identify and share good practice, celebrate success and encourage positive attitudes towards diversity

Accessibility of our services

We will continue to review service provision to ensure accessibility for all, and that inadvertent discrimination against any community does not arise.

The starting point for such a review is to carry out equality impact assessments to identify and tackle any unintentional discrimination we may find in the provision of our services to children, families or staff.

This should lead us to consider the language we use and how we communicate information, along with the accessibility of our buildings.

We are committed to reach the position where with everything we do equality and diversity considerations are built in from the beginning. To do this we will need to understand the different and diverse requirements of our customers and of our staff and to involve them in the planning stages of new initiatives.

Communication

We will ensure that this policy is accessible and understood by everyone in Mr. Bee's.

Getting our message across successfully means all staff will:

- be aware of Mr. Bee's policies on equality, diversity **and inclusion**
- understand the benefit of valuing diversity and how this impacts on the work of Mr. Bee's
- have a greater awareness of the value of more inclusive communication
- understand their own role in promoting equality, diversity **and inclusion**
- be aware of their legal responsibilities under current equality legislation.

Senior managers will discuss these messages at team meetings; information will be fed back from these meetings to the Trustees for appropriate action.

A copy of our policy is accessible to all at each of our centres.

When things go wrong

Employees who feel they have been unfairly treated contrary to this policy should raise their concerns with their line managers in order to get them addressed. If matters are not addressed the individual can raise a grievance using the normal grievance procedure. All complaints will be investigated thoroughly and without delay.

Contravention of this policy by way of harassment of or discrimination against a colleague will be considered a disciplinary offence and dealt with under the disciplinary procedure. Additional guidance is available in the Whistle Blowing policy.

Employees should feel confident that raising a grievance will not have an adverse effect on them, and that Mr. Bee's will protect them from victimisation.

Policy Review

We are committed to keeping this policy current and relevant. It will be monitored and reviewed **regularly**. Equality impact assessments will be carried out by management and the results fed back to the Trustees through team and manager's meetings.

Childcare Provision

Each of our childcare centres is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about the nine protected characteristics of the Equality Act 2010 (age; disability; gender reassignment; marriage and civil partnership (but only in respect of eliminating unlawful discrimination); pregnancy and maternity; race (includes ethnic or national origins, colour or nationality; religion or belief (includes lack of belief; sex; and sexual orientation,
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- make inclusion a thread that runs through all of the activities of the setting.

Adopted 6.11.2009
Last Review: 17.3.2020
Next Review: May 2022

/server/policies&procedures/new employment policy/
valuing diversity and promoting equality

Procedures

The named Equality Co-ordinator (ENCO) in this centre is: _____

and the deputy is: _____.

Admissions

Our setting is open to all members of the community.

- We advertise our service widely by way of leaflet distribution, local directories and on the internet.
- We provide information in clear, concise language, whether in spoken or written form.
- We endeavour to provide information in as many languages as possible using google translate and the elephant kiosk located at St. Augustines.
- We base our admissions policy on a fair system (see Admissions policy).
- We ensure that all parents are made aware of our equal opportunities policy and an easy read copy of The Equality Act, making it real is made available in the parent's area of each centre as well as signposting to our policies and procedures.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a travelling community or an asylum seeker.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.
- We plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- **We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia).**
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory **xenophobic** and possibly offensive **or threatening** materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner – this is outlined fully in our employment policies **and employee handbook**.

*Employment – (refer to the **Safer Recruitment policy**).*

- Posts are advertised and all applicants are judged against explicit and fair criteria using the Mr. Bee's short listing criteria agreed by the Childcare Manager and Director.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- At interview set questions are asked dependent on the job role and scored by an interview panel - this ensures fairness in the selection process.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- Information is gathered relating to ethnicity during our application process to ensure that it is fair and accessible.
- Information gathered is used to prepare and publish specific and measureable equality objectives in line with the specific duties set out in the Equality Act 2010's Public Sector Equality duty. Equality data is reviewed at the Annual General meeting and new objectives set every four years.

*Training – (refer to **Supervision, Appraisal and Performance Management policy**)*

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that staff members are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required which forms part of our Administering Medicines policy.
- We reflect on our practice to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion which is taken to a Childcare **Development** meeting regularly as well as addressed by **the Centre Leads** and the **Senior Early Years Professional** on a daily basis when required.

Curriculum

The curriculum offered **in our Centres** encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We ensure that our practice is fully inclusive by:

- creating an environment of mutual respect and tolerance;
- modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- positively reflecting the widest possible range of communities within resources;
- avoiding use of stereotypes or derogatory images within our books or any other visual materials;
- celebrating locally observed festivals and holy days;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
- ensuring that disabled children with and without special educational needs are fully supported;
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages

Our environment is as accessible as possible for all visitors and service users. If access to the settings is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- information is collected when a child registers relating to a child's ethnicity, religion and culture. This information is reviewed annually to ensure the setting is accessible to all children.
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments as required.

- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or negative images in the selection of books or other visual materials;
- exploring a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- differentiating the curriculum to meet children's special educational which is further outlined in our Supporting Children with SEN policy;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable which is further outlined in our Achieving Positive Behaviour and Staff/Volunteer handbook;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities ;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and

Valuing diversity in families within childcare

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting and link this to a child's learning and next steps (refer to the Role of the Key Person policy).
- We encourage parents/carers to take part in the life of the setting which is further detailed in our Parental Involvement policy.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion by providing support through bi-lingual staff members, families at the centre as well as outside agencies.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support in the form of special arrangements and or through our Trustee fund.
- **We take positive action to encourage disadvantaged and under-represented groups to use our Centres.**

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met and displayed on our 'Needs List' and where appropriate a health plan is completed (refer to Managing Children with Allergies or Sick or Infectious policy).
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them (refer to our food safety policy).

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the organisation.
- We positively encourage fathers to be involved in our Centres, especially those fathers who do not live with the child.
- Information about meetings is communicated in a variety of ways - written, verbal and where resources allow in translation – to ensure that all mothers and fathers have information about, and access to, the meetings.

Monitoring and reviewing

- To ensure our policies and procedures remain effective we will monitor and review them regularly (refer to our Review of Policy and Policy Review checklist) to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure and a complaints summary record for parents to view (see making a Complaint policy).

Legal framework

- The Equality Act 2010
- Children Act (1989) & (2004)
- Children and Families Act (2014)
- Special Educational Needs and Disability Code of Practice (2014)

Further Guidance:

- The Equality Act, making it real (Government Equalities Office)
- Equality Act 2010: Specific Duties to Support the Equality Duty (www.homeoffice.gov.uk/equalities/ 2011)

Related Policies:

- Whistle Blowing
- Disciplinary and Dismissals
- Supporting children with special educational needs
- Grievance Policy
- Food Safety
- Role of the Key Person and settling in
- Administering Medicines
- Policy Review
- Managing Children with Allergies or Sick or Infectious policy
- Making a Complaint

- **Re: Valuing Diversity and Promoting Equality**

This policy was adopted at a meeting of	Mr. Bee's Family Centre	name of setting
Held on	<hr/> 17 th March 2020	(date)
Date to be reviewed	<hr/> May 2022	(date)
Signed on instruction from Board of Trustees	<hr/>	
Name of signatory	<hr/> Jeanette Nowrung	
Role of signatory (e.g. chair/owner)	<hr/> Trustee	
Centre Manager's Signature:	<hr/>	