

EQUALITY and DIVERSITY POLICY

At Daisy and Rainbow Childcare we believe that everyone has an equal right to access, play and learn and work within our settings without discrimination. Access to services may only be limited to protect the appropriate welfare and safety of others.

We work to prevent discrimination, inequality, and disadvantage, this includes education within the curriculum and the promotion of positive behaviour and the fostering of good relations.

We believe that our setting should be open to all children and families and to all adults committed to their welfare.

We will ensure that our employment practices, management structure, services and play provisions are not subject to any unfair discrimination. We aim to ensure that all who wish to work in, or volunteer to help in our setting have an equal chance to do so.

Children have the right to be safe, and feel safe, from bullying, prejudice, and racism related incidents (BPRIs), they will learn best when they feel respected and safe.

It is our responsibility, alongside parents, that children learn to respect other people's differences. A non-judgemental approach to play, and learning is modelled.

LEGISLATION

Our charity works in accordance with all relevant legislation primarily the: -

Equality Act 2010 which protects people from discrimination and harassment. The act places duties on establishments to be pro-active about addressing inequalities. eliminate discrimination, harassment, victimisation and any other prohibited conduct, advance equality of opportunity and foster good relations between people. There are eight core protected characteristics: Age, disability, gender / identity, pregnancy and maternity, race, religion and beliefs and sexual orientation.

Children and families Act 2014

The Equality Duty

The duty places a legal requirement on public sector organisations to have "due regard" to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations.

We continue to work in line with any new legislation pertinent to the aim of providing equal opportunity to all stakeholders.

Bullying

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period, where it is difficult for those bullied to defend themselves. Bullying may or may not be because of a protected characteristic. There are various definitions of bullying, but all definitions include three core elements: unwanted aggressive behaviour, observed or perceived power imbalance, repetition or high likelihood of repetition of bullying behaviours.

Bullying affects all children, including those who are bullied, those who bully others, and those who witness bullying. The effects of bullying may continue into adulthood and many studies demonstrate that those who are involved with bullying are more likely to have mental health difficulties in their adult lives.

Those who see bullying can make a huge difference when they intervene on behalf of someone being bullied. Empowering children to recognise if something isn't right and to inform an adult will go a long way to protect children from bullying.

Adults can help prevent bullying by talking to children about bullying, encouraging them to do what they love, modelling kindness and respect, and seeking help.

We seek to help children understand bullying. Talk openly about what bullying is, by using simple language, and how to stand up to it by saying "No", develop the child's understanding that it is not acceptable and how to get help by asking an adult.

We keep the lines of communication open, by checking in with children and listening to them so that they know we care.

We encourage children to do what they love, and enjoy the kind of play that they enjoy most, which can boost confidence, help children make friends, and protect them from bullying behaviour, particularly as they get older and go into school.

The team model how to treat others with kindness and respect. Showing the children that it is okay to ask for help.

We encourage children to speak to a trusted adult, usually their keyperson, if they feel bullied or see others being bullied. The adult can give comfort, support, and guidance to all children involved in the incident.

We remind parents and guardians that they can have these conversations at home too.

The Anti-bullying Alliance (2021) has 10 Key Principles which guides our work.

Listen – all children, parents and staff are listened to and have the opportunity to influence strategies and approaches to prevent, report and respond to incidents of bullying.

Include all – all children, including those with SEND, are included, valued, and participate fully in all aspects of play and learning.

Respect – all staff are role models to others within Daisy and Rainbow Childcare in how they treat others.

Challenge – all forms of discriminatory language – including ableist language – is challenged and taken seriously.

Celebrate difference - difference is actively and visibly celebrated and welcomed across the whole organisation.

Understand – all staff, children and parents/guardians understand what bullying is and what it isn't.

Believe – all children, including disabled children and those with SEN, and members of staff are acknowledged, believed, and taken seriously when reporting incidents of bullying.

Report bullying – all children within the organisation, and staff understand how to report incidents of bullying to someone who will listen and respond.

Take action – we respond quickly to all incidents of bullying.

Have clear policies – Daisy and Rainbow Childcare policies all reflect these principles.

REFERENCE [Facts About Bullying | StopBullying.gov](https://www.stopbullying.gov)

Prejudice-related incidents are one-off incidents relating to a protected characteristic, which may or may not be directed at an individual. They may or may not be carried out with the intention to harm or cause offence.

BPRIs can take many forms including:

Verbal	Name-calling and ridicule such as racist or homophobic remarks.
Visual	Graffiti, gestures, wearing racist insignia or showing pictures.
Incitement	Spreading rumours or encouraging others to participate.
Cyber	Using technology such as text messages, social media or email.
Segregation	Excluding, isolating, ignoring or avoiding an individual from the activities or social acceptance of their peer group.
Physical	Hitting, pushing, unwanted touching, kicking, threatening with a weapon.
Property	Theft or damage to personal property; extortion.

All have an emotional impact on an individual, and the effects of verbal incidents should not be underestimated.

BPRIs may arise because an individual is seen to be different or vulnerable.

Discriminatory Behaviour/Remarks

These are unacceptable in our settings. The response will aim to be sensitive to the feelings of the victim/s and to help those responsible to understand and overcome their prejudices.

Racism

Racism arises where a person is targeted because of their skin colour, ethnicity, culture, national origin, or nationality. Travellers and Gypsies (e.g., Irish Travellers, Roma, and Romany Gypsies) are included in the definition of race. Racism can arise without an intended target, for example, children making offensive remarks about a particular group between themselves.

[A guide to race and ethnicity terminology and language | The Law Society](#)

Disability

Ableism/disability is discrimination and social prejudice against people with disabilities and/or people who are perceived to be disabled. Ableism characterises people as defined by their disabilities and inferior to the non-disabled.

[Inclusive language: words to use and avoid when writing about disability - GOV.UK \(www.gov.uk\)](#)

Additional needs

Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. This is the case as it is easy to assume that indicators of possible abuse such as behaviour, mood and injury may relate to the child's disability, children with SEND may be less likely to show any outward signs of bullying or harassment and children with SEND may have to overcome communication barriers to be able to share their needs.

We recognise the wide range of special needs of the children, families and potential employees in our community and will consider what part we can play in meeting those needs.

Planning for all meetings, events and activities will consider the needs of people with disabilities.

All literature will be made available in font size 12 and above wherever possible.

Access needs of users with a physical disability will be addressed as part of our universal provision as much as is possible, with a willingness to support any more individualised needs or requests as much as we are able.

Any child with identifiable additional needs will be supported via an individualised programme of targeted strategies with the aim of enabling them to best access education and support through play. Please reference our Inclusion policy for further detail regarding children with additional needs.

[Inclusion policy Oct 18.doc](#)

Any employee with additional needs will be supported in the workplace with an individual care plan. We will seek a workplace needs assessment from the DWP with the permission of the individual employee.

Dysregulation

We understand that when children, or indeed adults, are dysregulated, they often voice words that aren't their opinion, how they feel or their intent, but rather this is a symptom of something they need. In general, emotional dysregulation involves having emotions that are overly intense in comparison to the situation that triggered them. This can mean not being able to calm down, avoiding difficult emotions, or focusing your attention on the negative. Most children with emotional dysregulation also behave in an impulsive manner when their emotions (fear, sadness, or anger) are out of control. We work with our young children so that they can start to name and understand their emotions.

If a member of the team is dysregulated, we will invite them to come away from the situation and to reflect with a senior member of the team. If this is a continued pattern of behaviour a work improvement plan will be put into place including our understanding that a personal support plan including an intervention such as a GP or counsellor intervention may be required.

Gender

We recognise that the Early Years sector has traditionally been viewed as a predominantly female populated environment, we are keen to redress this by:

Giving equal opportunity to all applicants for our vacant posts by avoiding any gender language or discrimination.

Supporting all members of staff to have their views heard equally.

Defending all members of staff to be able to work to their full job description regardless of the viewpoint of anyone accessing or supporting our services.

Sexual Orientation

A person's sexual orientation, or sexuality, is the part of their identity that relates to who they find attractive. Although it is in the name, the attraction to other people does not have to be sexual, it could be romantic, or connection based. Some people are attracted to a particular gender, or genders, some people are attracted to who the person is (their morals, values, humour, intelligence, etc.) and for some it is a combination of the two.

You may see the letters "LGBT" or ("LGBTQ+") used to describe sexual orientation. This abbreviation stands for "lesbian, gay, bisexual, and transgender" (or "lesbian, gay, bisexual, transgender, questioning and other"). Transgender isn't a sexual orientation. People who are transgender are often included with lesbian and gay to include people who do not feel they fit into the category of being "straight."

REFERENCE [Outside the Box](#)

Gender Identity

Gender identity refers to a person's understanding and experience of their own gender, it is their internal sense of self. Everyone has a gender identity; for some people, it corresponds with the gender assigned at birth, and for some others, it does not.

Transgender people may have the body of one gender but feel that they are the opposite gender, like they were born into the wrong type of body. Transgender children are the highest victims of bullying.

The word transgender is sometimes used interchangeably with terms such as transsexual or gender-variant but usually has a narrower meaning and different connotations than gender variant, including non-identification with the gender assigned at birth.

Gender variant people may also use terms such as non-binary, genderqueer or genderfluid to identify themselves. [Big Talk Education](#) have outlined a suggestion of appropriate ages to learn about relationships and gender differences. From their studies children who begin to feel and identify differently do so as young as 2 years old.

- **From age three (nursery):** Children should be taught the differences between boys and girls, naming body parts with the correct scientific words, what areas of the body are private, **REFERENCE** [Gender Identity \(T+\) – The Proud Trust](#)

Sexism and Sexual Harassment

Sexism and sexual bullying affect both boys and girls, men, and women. Boys may be targets as well as girls, and both sexes may be targets of others who share the same sex. However, sexism and harassment are noted more with females.

Sexism and sexual bullying may be characterised by name-calling, comments and overt looks about appearance, attractiveness, and emerging puberty. It therefore goes beyond normal and acceptable 'fancying' to a level that makes an individual feel harassed.

It's important to be aware of misogyny, the extreme hatred and contempt for women.

REFERENCE [Dysregulation: Definition, Symptoms, Traits, Causes, Treatment \(verywellmind.com\)](#)

Employment

We will operate within the guidance of our policy - [Human Resources May 2019.doc](#)
Every post will be made open equally, without discrimination, to all applicants with the necessary qualifications and experience.

All Trustee members and personnel included in selection procedures will have access to this policy. We will appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed.

We will monitor the profile of our current staff team and that of applicants to assess any unintentional barriers there may be to prospective employees to successfully join our team, seeking to gain a full representation of all sectors of our community on our team.

Commitment to implementing the Group's Equality and Diversity Policy will form part of the job description for all employees.

Our EYFS Curriculum and Resources

All children, parents & carers will be respected and their individuality and potential recognised, valued, and nurtured.

Our play experiences will be organised in such a way that all children regardless of age, ability, race, and gender will be given an equal opportunity to participate in enjoyable, creative, and stimulating play always.

Resources and play will be chosen to give a balanced view of the world and an appreciation of the rich diversity of our multi-racial society.

All children will be introduced to the widest possible selection of play experiences to extend their ability to make their own choices and decisions when free play is offered to them. We aim to promote self-respect and the respect of others by avoiding stereotypes and derogatory pictures or messages. We are mindful of all people who access our services and seek to reflect their/our wide cultural diversity within our resources, environment, and activities.

Festivals

Our aim is to show respectful awareness of all the major events in the lives of the children, families, and staff in our settings, and in our society as a whole and to welcome the diversity of backgrounds from which they come.

We aim to acknowledge all the festivals celebrated in our area, and/or by the families involved in the setting.

Language

Information both written and spoken will be clearly communicated, whenever possible to match the language needs of those accessing them.

Bilingual/multilingual children and adults are an asset who are valued, and their language recognised and respected.

We recognise the use of symbols & sign language as a powerful tool in communication and actively promote the use of MAKATON.

We access EMTAS (Ethnic Minority and Traveller Achievement Service) services to seek advice. Refer to our [EAL Policy Nov 2019.docx](#)

Food

Medical, cultural, and dietary needs will be respected.

We encourage children and parents with a wide variety of different dietary cultures in our area to share their knowledge, and ideally their food preparation skills, with us.

Meetings

The time, place and conduct of meetings will ensure that all families have an equal opportunity to be involved in the running of our charity, should they wish.

REFERENCE [Bullying, prejudice and racism incidents \(BPRI\) resource \(updated September 2022\) - Support for schools and settings \(devon.gov.uk\)](#)

Policy formulated on: _____

Policy last reviewed on: June 2023

Signed: _____

Monique Palke