



34 St Michael's Park
Bristol BS2 8BW
(opposite the University Library)
Tel: 0117 927 6077
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Bristol University Day Nursery

Equality and Diversity Policy.

Policy Statement

A commitment to Equality and Diversity is a core value of the Bristol University Day Nursery. We believe that access to work opportunities, and the services we provide, should be based on merit, quality and fairness, and no-one should be treated less favourably on the basis of their age, sex, disability, gender reassignment, race, religion, belief, sexual orientation, marriage or civil partnership, pregnancy or maternity or their working hours. These are known as 'protected characteristics' under the Equality Act 2010. We expect everyone who works for us, including staff, students, volunteers and members of the committee to share this belief and to support us in trying to achieve this goal.

Aim

Our main objective is to provide childcare to students and working parents of Bristol University. We also provide childcare to working parents not connected with the university. We aim to provide a setting that is free from discrimination, either direct or indirect, by educating our young children to celebrate cultures, religions and races throughout the world. We value the individuality of all our children. We are committed to giving every one of our children the opportunity to achieve the highest of standards. We do this by taking account of children's varied life experiences and needs. We draw upon the British Values of democracy, rule of law, individual liberty and respect and tolerance to support our thinking and challenge stereotypes and behaviours. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that the nursery promotes individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background and to follow the law. We also expect organisations that work with us, such as partner agencies, contractors and suppliers to conduct themselves at all times in an appropriate manner.

The law defines discrimination as being direct, indirect, associative, and perceptive or third party:

- *Direct discrimination* is where a person is treated less favourably than another in the same or similar circumstances because of a protected characteristic.
- *Indirect discrimination* putting rules or arrangements in place that apply to everyone, but that put someone with a protected characteristic at an unfair disadvantage.
- *Harassment* is unwanted behaviour linked to a protected characteristic that violates someone's dignity or creates an offensive environment for them.
- *Associative discrimination* is where a person is directly discriminated against or harassed for association with someone with one of the protected characteristics.

- *Perceptive discrimination* is where there is discrimination against an individual because others think they possess protected characteristics even if they don't.
- *Third Party* harassment occurs when an employee is harassed, and the harassment is related to a protected characteristic.
- *Victimisation* treating someone unfairly because they've complained about discrimination or harassment, or they have supported someone who has.

Admissions and Membership

We recognise that many different types of family successfully love and care for children. The setting is open primarily to serve the needs of the students and staff at the Bristol University. We also on occasions take children from outside the university. We base our admissions on a fair priority system, and this is outlined in the Admissions Policy.

Recruitment and Employment

We strive to recruit the best candidate for every job and aim to ensure that no applicant or employee is excluded or unfairly treated in their employment. The full recruitment procedure is laid out in our Safe Recruitment of Staff policy. All staff are made aware of this policy as part of their induction training and given training as required. We do not discriminate against ex-offenders and follow our policy during the recruitment process.

The Role of the Staff

Staff are expected to adhere to this policy and to carry out procedures to reduce or eliminate any aspects of equal opportunities that may be encountered by:

- Challenging prejudices.
- Ensuring that all children are treated fairly and with equal regard.
- Ensuring that children with disabilities are included fully in activities or that 'reasonable adjustments' are made for them (DDA 1995)
- Reviewing policies to ensure they are up-to-date and reflective of current practice.
- Safeguarding children from discrimination, and act on any issues that may arise or seek support from a senior member of staff.
- Providing toys and activities that are gender non-stereotypical and are fully inclusive
- Ensuring that colour is not accredited to gender
- Planning carefully and use supporting literature which promotes the significant contributions of women, for example, or people from non-European countries
- Dispelling urban myths.

Management and the Committee

We recognise that the University Nursery Parents Committee should reflect the make up of the community that it serves, and every effort will be made to redress any imbalance or exclusion. The time and place of meetings of the committee will ensure that all families will have the opportunity to contribute and be involved in the running of the setting. It is a condition of membership of the committee and employees (both paid and voluntary) to follow the principles outlined in this policy.

Information

We will give general information on our activities to all potential users and interested parties. We will provide translations into relevant languages, large print or Braille where

appropriate. We will use jargon free, clear and understandable language. We will use a translator where appropriate. We provide regular newsletters to parents.

Activities

We provide a multi-cultural programme of activities for children, which reflect the broad diversity of cultures, languages and celebrations of people in our society. We will make use of resources and materials, which reflect this diversity, and we will provide positive images of all people and lifestyles. All children will be encouraged to take part in all activities on offer. Our physical resources consider children's size, height and physical needs. This is covered in more detail in The Early Years Foundation Stage Framework, of which we follow.

Disability

We accept the social model of disability and will strive to redress the disabling elements within our society and within its own organisation and practise. We will make every effort to meet the needs of disabled children, parents and staff, and to ensure they are welcomed and valued. We recognise that the attitude of management, staff and users of the service will achieve this. All staff modify learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning staff ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Inclusion

There will be a nominated senior who will be the named person to take responsibility for:

- Inclusive practice within our setting
- Appropriate support for children with disabilities.
- Appropriate support for children who have additional needs or a Statement of Education Needs
- Linking with the school SENCO

All staff members share day-to-day responsibility of ensuring that we provide a fully inclusive service for children and their parents/carers and families.

Harassment

We will not tolerate incidents of harassment, discrimination or abuse and will address any complaints or occurrence of harassment or abuse promptly.

We will deal with incidents sensitively, with a view to; supporting the victim, informing the perpetrators to help them overcome their prejudice and understand the effect of their behaviour.

We will not tolerate any persistence in harassment through behaviour or language and will invoke disciplinary measures for staff, management and children. In the case of parents – persistent behaviour of this nature will result in the individuals concerned being removed from the premises and prevented from returning until the management committee has received written assurance that they will comply with this policy. All incidents of harassment or abuse of this nature will be recorded as an incident.

If an employee feels that they have been unlawfully discriminated against, they may use the grievance procedure to make a complaint. If the complaint involves bullying, harassment or victimisation this will be dealt with under the appropriate policy having fully investigated the facts.

Racism and Prejudices

We are aware of, and follow the guidance from, the Race Relations Amendment Act 2010. The nursery actively discourages bullying and name calling, the parents of both children involved will be informed immediately, and we will discuss appropriate action. A member of staff will talk to the child and explain that the behaviour was unkind. We will take into account the maturity of the child, and the parent of the child will be told of his/her inappropriate behaviour. We will work together to redeem the situation. When supporting families, it is important to remember differing family patterns and lifestyles. This includes child rearing patterns that vary across different racial, ethnic and cultural groups. If this occurs amongst staff, the management and committee would assess the action needed if there is inappropriate practice or discrimination. Our Behaviour Policy and Disciplinary Procedure has more information.

Monitoring

We will implement monitoring systems to highlight shortcomings and review our procedures and practises on a regular basis, and report to the Committee. We will:

- Monitor the progress of minority groups e.g. girls and boys, children with English as an additional language, children with special education needs, etc. and make comparisons with the rest of the group (looking at stage of development).
- Monitor and review the staff recruitment policy and monitor and review the Behaviour Policy and Procedures to ensure that they are working in partnership.

We aim to comply with the Equality Act 2010 and other relevant statutory requirements for the delivery of our services.

Appendix

Equality Act 2010

The Act brings together for the first time all the legal requirements on equality that the private, public and voluntary sectors need to follow. It affects equality law at work and in delivering all sorts of services. It replaces all the existing equality laws including:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995

The Act defines direct discrimination as less favourable treatment because of a protected characteristic. There are nine protected characteristics and they vary slightly in their bearing according to whether a person is using a service or at work*.

The protected characteristics under the Equality Act 2010 are:

- age.
- disability.
- gender reassignment.
- marriage and civil partnership.

- pregnancy and maternity*.
- race (ethnicity)
- religion or belief.
- sex (gender); and
- sexual orientation.

Race Relations Amendment Act 2000

The Race Relations Act (RRA) 1976 amended 2000 makes it unlawful to treat a person less favourably than another on racial grounds. These cover grounds of race, colour, nationality (including citizenship), and national or ethnic origin.

The RRA (Amendment) act outlaws discrimination (direct and indirect) and victimisation in all public authority functions not previously limited exceptions. It also places a general duty on specified public authorities to promote race equality and good race relations.

Special educational needs and disability code of practice: 0 to 25 years (January 2015)

All children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.

Further Information

Acas website – www.acas.org.uk

The Equalities and Human Rights Commission – www.equalityhumanrights.com

The Government Equalities Office – www.equalities.gov.uk

Business Link – www.businesslink.gov.uk

Direct Gov – www.direct.gov.uk

Link to statutory framework 2021	Section 3; Staff qualifications, training, support and skills, 3.20 pg 26

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