Equality Statement: At Effra Early Years Centre we embrace diversity, challenge all discrimination and celebrate that we are all unique.

WE AIM TO:

- Make Effra Early Years Centre a welcoming, safe and happy place where we all feel comfortable, confident and valued for who we are.

- Treat everyone fairly, learn about other people’s differences and each have our own individual characteristics recognised.

- Ensure that all staff at Effra Early Years Centre feel equally valued regardless of job role

- Educate and inform Centre users, parents, carers and staff about equality, diversity and inclusion following agreed procedures and strategies

- Make the policy known to parents and carers, staff, children and other users + service providers.

- Ensure that all Centre users and staff understand, commit to and carry out the Equality policy and the strategies used to promote equality at Effra Early Years Centre.

- Continuously review the policy and action plan to ensure they remain effective.

- Underpin Effra’s Mission, Vision and Values by The Equality Act 2010

- Keep Centre leadership and staff up to date with current issues affecting equality, diversity and inclusion.

- Challenge prejudice and discrimination by Centre users, parents, carers and staff following agreed procedures and strategies

This policy applies to everybody who enters Effra Early Years Centre.
Our Philosophy:
We recognise that:

- all families and individuals are different and face different challenges
- Equality is not about treating everyone the same but treating everyone fairly.
- some groups in society at large, and within our community, have language, social, economic or other barriers to success, are at risk of underachievement and may need more encouragement to access services
- children, families and workers come to Effra Early Years Centre from a wide variety of backgrounds and beliefs, have a variety of individual needs and that some may face discrimination

We believe that:

- Everyone deserves the chance to have a good start in life, and that all children and adults can have their individual qualities, abilities and needs recognised and be treated fairly and with respect.
- We can make a difference for all children and families at Effra Early Years Centre by embracing diversity, meeting individual needs and empowering all centre users
- We can promote equality and respect by providing opportunities to broaden everyone’s knowledge and understanding of similarities and differences through a range of strategies, positive visual images and resources
- It is unacceptable to discriminate against others or treat people badly, through opinions, language or behaviour, because of who they are.

The Single Equality Duty:
The Equality Act is a new law in the UK. It came into force on 1st October 2010.
The Equality Act brings together all UK laws about inequality and discrimination.
The Equality Act says that public organisations, including schools, have to take action to make things equal for the people who work for them and use their services. This is called a Single Public Sector Equality Duty.
The Duty says that organisations like Effra must:
1. Make sure discrimination, harassment and victimisation do not happen at Effra.
2. Take positive action so there is more equal opportunity for everyone at Effra.
3. Do our best to help everyone at Effra get on better.

The Equality Act mentions 9 ‘protected characteristics’. A ‘protected characteristic’ is a list of identities or circumstances that people must not be discriminated about by law. The 9 protected characteristics are:
- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation.

Effra is committed to taking positive action based on the Equality Act and to making sure that staff are aware of the law and how to put it into practice.

Roles and responsibilities:
Lambeth has an Equal Opportunities Policy which all staff must follow.

- All staff employed to do a job and to carry out their duties according to the school’s guidelines, policies and ethos.
- Everyone who works at Effra Early Years Centre (including contractors, students and volunteers) has a responsibility to promote equality and inclusion, and challenge discrimination.

The governors are responsible for:
- Making sure the Centre complies with all current equality legislation
- Making sure this policy and its procedures are followed

The Headteacher is responsible for:
- Making sure the policy is readily available and that the governors, staff, parents and carers know about it.
- Making sure its procedures are followed.
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination.
- Recording and reporting Racial Incidents To Lambeth.
- Monitoring exclusions.

The Inclusion Manager has responsibility for:
- Overseeing and promoting equality practices in the Centre
- Coordinating and monitoring work on equality issues
- Monitoring the progress and attainment of all children to ensure that no groups are underachieving
- Identifying gaps in provision and resources
- Identifying training needs in conjunction with staff line managers.

Staff are responsible for:
- Dealing with discrimination – including racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender and gender identity, disability, religion or belief, sexual orientation or socio-economic circumstances
- Taking up training and learning opportunities

Monitoring, reviewing, assessing impact:

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.
Our Procedures:
How we promote equality in general:

- Effra Early Years Centre has a professional, dedicated, multi-skilled, highly qualified and diverse team of staff who have lots of experience of working in a diverse school within a diverse community.
- The team includes Community Support and Outreach workers, Early Language Lead Practitioners, education, childcare and office staff. The Inclusion Manager is part of the Senior Leadership Team.
- We have a welcoming and open environment, building good relationships and communication between staff, parents and other members of the community and encouraging people to share information about their cultures and individual or family needs and interests.
- There is a positive attitude amongst staff towards diversity and inclusion and treating everyone as equally valuable. We listen to each other, are open to discussion and ideas and we respect each other’s feelings, views, choices, backgrounds and beliefs.
- The Centre’s ethos, management and governors support inclusive practice. There is 100% commitment by staff to wanting the best for every child and being prepared to review our work + make changes to ensure best practice.
- There are clear procedures and policies for staff, parents and other users to follow and understand, including a strong Behaviour Policy and SEN Policy
- Information is communicated clearly in leaflets and newsletters for parents + users + in different forms – verbal, text, email, letter, plasma screen, photos, symbols.
- Information is available in the foyer about different religions, languages, disabilities, types of family, courses, interest/support groups.
- The Parents Forum, open evenings, questionnaires, evaluation forms and suggestion boxes provide opportunities for feedback from Centre users
- We have training and meetings to develop staff and parents’ awareness, knowledge and understanding of the need for an equality policy and of practices to promote equality.
- The children mix naturally and make friends with each other regardless of each other’s background or ethnic origin. Staff actively support all children to play and share together.
- We promote the EYFS curriculum and Every Child Matters Outcomes, recognising that a holistic approach is most effective and inclusive.
- We plan carefully, using and acquiring the resources needed to be inclusive for all.
- We use child-focused teaching methods eg encouraging children to share their own experiences, listening to them with respect, giving them choices, finding out how carers + partners and other family members are referred to at home and building on their existing skills, knowledge and interest to extend their learning.
- We have a wealth of resources reflecting diversity, similarities and differences including: games, puzzles, books, stories, songs, instruments, communication strategies, photographs, posters, puppets, dolls, play-people, role-play and dressing up props, artefacts, cooking and eating activity resources.

When using these resources we promote equality, positive self-image and self-esteem by:
Modelling a positive attitude towards difference/diversity/inclusion
• Showing respect for different family circumstances
• Discussing feelings + emotions and listening with respect
• Introducing alternative or current vocabulary to describe difference
• Emphasising that everyone has their own skills to use, everyone is special, and that team work is good
• Using familiar, relevant, non-stereotypical images
• Reflecting the children’s real experiences of themselves or family members
• Sharing the way we behave with each other
• Praising + appreciating each other
• Using different forms of communication eg signs and symbols we can all understand
• Stating facts and respecting feelings eg if child asks “why is………… different?”
• Highlighting similarities rather than differences eg between disabled and non-disabled people
• Using opportunities to discuss different gender roles, challenge stereotypes and support a range of gender expression.
• Talking about different types of families – 0/1/2 mums, 0/1/2 dads, etc
• Discussing different hair types, how they can be styled differently
• Showing genuine interest in different cultures, eg through a willingness to try a variety of foods.
• Positive modelling of non-discriminatory behaviour
• Gently picking up on inappropriate language or teasing
• Encouraging children to play and share together
• Books and resources are available and used all year round + across all areas of the curriculum

Examples of what we avoid doing/saying
• “That’s not normal” or “that’s only for boys/girls”
• Being negative about different types of hair/accent/skin colour/food
• Ignoring, dismissing or laughing at other people’s feelings
• Depicting disabled people as silly/useless/ victims needing to be helped/pitied
• Asking ‘closed’ questions that only allow a “yes/no” answer
• Putting our own opinions on the children
• Making personal comments about others’ appearance, beliefs or practices.
• Singling out a topic to work on in isolation that only represents one point of view

How we challenge inequality, prejudice + discrimination by adults:

General principles
• Listen to individual’s concerns
• Use opportunities to share info about religions, beliefs, cultures + lifestyles
• If unsure check + get back to complainant with information
• Explain the educational aim/ rationale behind our methods eg why we encourage non-stereotypical role play (1:1)
• Remove individuals from heated situations, remain calm
• Consider witnesses to incidents, send clear message non tolerance
• Challenge the behaviour not the person
• Make an appointment to talk away from children/ other parents
• Hold Parent workshops to explain our policies + curriculum
Refer to the Equality Statement: At Effra Early Years Centre we embrace diversity, challenge discrimination and celebrate that we are all unique.

Everyone to take responsibility for challenging discriminatory behaviour/language

Always check that the information you provide is correct rather than making an assumption

Additional principles for staff:

- It is not appropriate for members of staff to discuss their own personal views with children or parents/carers.
- It is only appropriate to discuss personal views with other staff if they are open to it.
- We need to be sensitive to other’s views + feelings, respect each other’s entitlement to hold different views + beliefs.
- Staff should provide opportunities for exploring experiences and ideas, and listen to children and parents/carers sensitively, sympathetically or positively, but stay neutral themselves.
- Staff can discuss with their line managers any religious or cultural needs which conflict with working requirements
- Share and re-visit ‘reasonable adjustments’ with all staff

How we challenge inequality, prejudice + discrimination by children:

- Using resources to promote equality
- Looking after each other
- Following the Effra Early Years Centre Behaviour policy
- Refer concerns about any discriminatory behaviour or language to their keyworker
- Raise these concerns with parents/carers
- Share relevant information about children and strategies with the staff involved with that child.

Examples of what we will say when challenging inequality, prejudice + discrimination:

Effra includes everyone
Equality doesn’t mean treating everyone the same, it means treating everyone fairly
We don’t promote any lifestyle at Effra but we do respect and listen to everyone
We don’t use that language here at Effra. It is not acceptable.
I’m sorry you feel that way but Effra’s policy is to recognise that families come in different variations and to respect diversity

Other phrases agreed by staff:
We are inclusive of everybody, (ie deal with it head on)
No religion promotes intolerance
We are not promoting homosexuality, we’re recognising diversity
We do not want to exclude anybody
We want every child to feel at home + supported
What can children identify with if they do not see their type of family represented?
We’re talking about family make-up
Some families have 2 mums/ 2 dads/ no mum / no dad
We are not talking about sexuality but about identity
We should celebrate each child’s type of family
Here at Effra we have an inclusive policy that we all adhere to and is set across the board
We have a legal duty to follow the Equality Act 2010 and Effra’s Policy
You have signed up to these guidelines in the home school agreement contract
We follow the Early Years Foundation Stage – A unique child, Positive relationships, Enabling environments……
We are following the EYFS to develop children’s imagination, language, fine motor skills, early reading + writing skills. We value every child’s interests and all types of play.
Effra follows the EYFS which states that Every Child Matters……..
We do not accept prejudice from anyone
It is not acceptable to hold an opinion which puts down (oppresses) another person and makes them less equal to others.
How can we make sure that each child is included /no-one feels uncomfortable? By respecting each other’s /everyone’s individuality
Thank you for telling me, I will speak to a Key Worker /the Inclusion Manager
We are planning an event to learn more about………, I hope you’d like to come along to it.
Equality doesn’t mean treating everyone the same, it means responding to individual needs. We have to use different strategies to meet different children’s individual needs.
Thank you for telling me about your concerns. I’d like to share our creativity policy with you. We value every child’s interests and all types of play.
There are lots of different ways of being boys /girls
Can we take this somewhere quieter.
We don’t use that language here in front of children. We don’t use those words, its not acceptable. We show respect for people + try to speak calmly + listen to each other.
It isn’t the right time or place to say that. That was against our equality policy.
We can make an appointment to discuss this further at a more appropriate time at effra we welcome all parents and families regardless of differences.
I’m sorry you feel that way but Effra’s policy is to recognise that families come in different variations +to respect diversity.
APPENDIX 1: WHAT IS DISCRIMINATION?

The Equality Act mentions two types of discrimination: direct and indirect. Both are unlawful. Direct discrimination means someone is deliberately treated less favourably because of their protected characteristic. A ‘protected characteristic’ is a list of identities or circumstances that people must not be discriminated about by law. The 9 protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation.

Indirect discrimination happens when an organisation or individual does something without meaning to discriminate but the action does actually put someone with a protected characteristic at a disadvantage.

People can also experience harassment if an organisation or individual does something that “violates their dignity or makes the environment intimidating, hostile, degrading, humiliating or offensive”. This is against the law.

Effra has a legal duty to make sure that it doesn’t discriminate or harass anyone. Effra also has a legal duty to take action if any staff member or centre user does something that discriminates or harasses anyone in the centre.
APPENDIX 2 Additional strategies to promote equality:

(AGE)
- Provide space for Young Parents Group, and encouragement to access training
- Welcome the grandparents who bring children to the Centre
- Have a wide age range of staff including students
- Group children by age
- Encourage parents to bring in their new babies to bath, feed, show to the children.

(RELIGIOUS BELIEF)
- Provide space for Prayer Room (mainly accessed by Muslim women)
- Have a (draft) Faiths and Festivals policy
- Celebrate Chinese New Year, Christmas, Eid and other festivals relevant to the children
- Support Muslim volunteers and child minders
- Respect each other’s religious beliefs or lack of belief as being equally important.

(SEXUAL ORIENTATION)
Sexual orientation means who an adult is attracted to, whether this is men, women or both. Men who are attracted to other men are called ‘gay’. Women who are attracted to other women are called ‘lesbian’ or ‘gay women’. Someone who is attracted to both men and women is called ‘bisexual’. ‘Heterosexual’ means a woman who is attracted to a man or a man who is attracted to a woman.

- Refer to parents and carers rather than mummies and daddies
- Find out what same sex parents are called by their children and use those terms
- Have developed links with same-sex parents training and resources organisation ‘Out for our Children’
- Explain that greeting cards (Mothers Day, Fathers Day, other celebrations) could be for any special person in their family or their life, ask them what they want you to write on their card – and if they don’t want to write anything that’s ok

(DISABILITY)
The Disability Discrimination Act (DDA) says a disabled person is someone who has a physical or mental impairment that has a substantial and long-term effects on their ability to carry out the day-to-day activities that most people expect to do for themselves.

Effra works from the ‘social model of disability’. This is a rights approach that looks at the way society makes disabled people’s lives difficult, such as buildings that are difficult to get into or people not having the right services and support. Looking at disability in this way challenges the idea that disability is about what people cannot do because of their impairments or medical conditions. The social model of disability is about what society, organisations and people can do to make equal chances happen.

- Designed a DDA compliant/accessible building
- Rearrange furniture to accommodate children with disabilities
- Employ Teaching Assistants to provide 1:1 support
- Initiate CAFs to access support for children and families
- Provide a range of support for children with communication or development needs
- Keyworkers plan for children’s individual needs
- Work closely with Specialist support agencies including Health, Lambeth Children & Young People Service + the voluntary sector (eg Parents for Inclusion)
- Employ a designated Inclusion Manager who is part of the Senior Leadership Team
(RACE)
Race is a word used to mean a number of things about someone’s ethnic identity, including where someone was born (their ‘nationality’), where their family comes from, and which communities, cultures and/or countries they feel are part of who they are.

- Employ a member of staff to support bilingual learners and BME children at risk of under-achievement.
- Prepare Welcome signs in different languages to display in each Keyworker group area, and a Photo display of children and greetings in different languages in the foyer.
- Display flags of all countries in the foyer – this is added to with each intake
- Use ‘Black History Month’ to focus on all children’s personal history and celebrate the diversity of Effra children and families
- Ensure that our BH celebration is well prepared and meaningful for all children
- Learn songs and rhymes from different cultures and in different languages

(GENDER AND GENDER IDENTITY)
Gender is about being male (a boy or a man) or female (a girl or a woman), neither or both. Gender identity is not just about your body but also about how you feel about your gender and what society expects males and females should behave.

For some people, their gender identity and their body do not match or might not fit into what society says about being male or female. Some people choose to take action to change their body and/or their gender identity, sometimes undergoing gender reassignment. This is called being a ‘trans’ or ‘transgendered’ person. Anyone who planning or in a process of transitioning around gender, whether or not they undergo surgery or medical treatment, is covered by the protected characteristic of ‘gender reassignment’.

- Support all children to participate in dance, role-play, dressing up, climbing, ball games, technology and other activities which are socially gender-biased
- Support children’s own gender expression, including that which is socially non-conventional
- Plan for individual children’s interests and learning styles, e.g. many, but not all, boys have a more active style of learning than girls, and vice versa.
- Welcome male job applicants, volunteers, supply staff, parent governors, Child Minders and NVQ or work experience students
- Provide events for fathers e.g. drumming group, outings
- Encourage fathers into the classrooms

(SOCIO-ECONOMIC)
- Provide free places for 2 year olds through a funded pilot scheme
- Provide funded full time places for vulnerable 3+4 year olds
- Hold Literacy, ESOL (English as a Second Language), ICT (Information + Communication Technology) courses with crèches
- Job Centre Plus
- Outreach worker
- St Michael’s Fellowship young parents project
- 2 year developmental checks
- Job vacancies displayed
- Childminder drop-ins
- DV support
- Links with Refuges
- Links with Social Care
- Appropriate Childcare Qualifications + training for staff, parents + carers
- Healthy food policy + courses
- Staff sensitivity to children sharing information within the group about their home circumstances, (eg holidays)
- Some flexibility in meeting times for working parents eg KW conferences

(COMMUNITY COHESION)

- We aim to welcome everyone into the centre with a smile and a positive attitude
- We ensure that the displays in the foyer give positive feedback about race, world languages, religions and diverse families
- We hold an annual 'international' celebration
- Community Centre staff work to ensure that all groups are able to access a wide range of provision, are welcomed and included, and that no groups dominate.
- Parent/carer drop-ins with Reserve tickets and Outreach support for hard-to-reach families to attend
- Baby clinic
- Breast feeding café