

Blackhall Nursery

Equalities, Diversity and Anti-Bullying Policy

Our Values and Beliefs

Blackhall Nursery recognises that everyone deserves to be treated with dignity and respect within the Nursery. Blackhall Nursery is committed to diversity and inclusion across the range of our activities. We aim to provide equality of opportunity for all children attending the nursery, their families, our staff and our volunteers. We promote and value diversity in our day-to-day activities and extend this commitment to anyone who may be interested in applying to use the service or to work for the nursery. This policy outlines our commitment to equal opportunities, our approach for promoting equality in our everyday activities, our approach to tackling bullying behaviour and our procedures for dealing with any complaints or incidents relating to equality and/or bullying.

This policy has been produced in accordance with the Equalities Act 2010, using guidelines from City of Edinburgh Council and Early Years Scotland and it ensures compliance with the Scottish Social Services Council (SSSC) Codes of Practice for Employers and Employees. The policy is supported by other Nursery Policies, including Recruitment and Selection, Health and Wellbeing, Snack, English as an Additional Language, Admissions & Welcome Policy and Procedures, Complaints Procedures for Parents/Carers, Disciplinary, Employee Grievance.

Complying with The Law

The Equality Act 2010, and subsequent revisions, makes it illegal to discriminate against a person on the grounds of their race or ethnicity, their disability, their gender or sexual orientation, their age or religion. This will include both **direct** and **indirect** discrimination.

Direct discrimination describes discrimination against people with 'protected characteristics'. These include age, disability, gender reassignment, sexual orientation, marriage and civil partnership, pregnancy and maternity, race, religion or belief, and sex. You do not have to have a protected characteristic to be discriminated against – if someone thinks you have a characteristic and treats you less favourably, that is **direct discrimination by perception**.

Indirect discrimination occurs when an organisation's practices, policies or procedures have the effect of disadvantaging people who share certain protected characteristics. This may not be unlawful if an employer can show that there is an 'objective justification' for it. See the ACAS website (acas.org.uk) for more detailed guidance.

Behaviour that does not comply with the Act will be challenged and in the case of staff could lead to disciplinary procedures being invoked.

SSSC Codes of Practice describe the standards of conduct and practice within which both social services employers and workers should operate. The two codes for employers and

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workers are complementary and mirror the joint responsibilities of employers and workers in ensuring high standards are met.

The SSSC Codes of Practice Standard 4 stipulates that:

- A social service **employer** must put into place and implement written policies and procedures to deal with dangerous, discriminatory or exploitative behaviour and practice.
- A social service **worker** must respect the rights of service users while seeking to ensure that their behaviour does not harm themselves or other people.

Expectations

- That all children are entitled to their Rights as defined in the United Nations Convention on the Rights of the Child (UNCRC), the Principles of which are:
 - Non discrimination
 - Best interests of the Child
 - Right to survival and development
 - Right to be heard
- We are committed to advancing equity of opportunity for all and we intervene proactively to prevent the development of bullying and discriminatory behaviour and language.
- We recognise the effects that bullying and discrimination can have on children's feelings of worth, on their achievements and in the community. We actively foster good relations between diverse groups and individuals.
- We recognise that children are protected by the Equality Act on grounds of their disability, gender reassignment or uncertainty, race, religion or belief and their sex or any combination of these. We also recognise children may be vulnerable due to poverty and to their looked-after status.
- In addition, children and all adults associated with the Nursery are protected on grounds of age, marriage and civil partnership, pregnancy and maternity and sexual orientation.

The Nursery is committed to promoting inclusion so that all individuals can reach their potential. In order to fulfil this commitment, the nursery will:

- Model and promote our Values of respect, responsibility, inclusion, kindness, integrity and confidence to children, family, other staff members and Board members;

- Model and promote good practice and intervene to prevent the development of bullying and discriminatory behaviour as well as actively challenging discriminatory and bullying behaviour;
- Promote Children's Rights so that children are able to challenge discriminatory behaviour and language themselves as they grow;
- Incorporate equal opportunities notices into general communication practices such as newsletters and the Nursery website;
- Communicate the policy to employees, job applicants, parents/carers;
- Advertise and promote the service offered as widely as possible to encourage applications from families across our community;
- Incorporate into job descriptions and work objectives, specific appropriate duties for implementing the policy;
- Provide equality training and guidance for staff, as appropriate, including the SSSC Codes of Practice;
- Incorporate equality into curricular planning, monitoring and evaluation and ensure that barriers to learning are recognised and addressed;
- Recognise and provide for the individual needs of each child;
- Ensure that adequate resources are made available to support the policy, or are requested from relevant funding bodies such as City of Edinburgh Council;
- Treat complaints and any breach of this policy seriously, investigate them fully and take appropriate action.

Bullying

Bullying can make you feel frightened, threatened, left out and hurt. Something only needs to happen once for you to feel worried or scared. Just because someone doesn't realise how hurtful their behaviour is doesn't mean it's not bullying. Bullying behaviour is about the impact that someone's behaviour has on someone else.

Bullying behaviour can be:

- a one-off incident or systematic and ongoing;
- intentional or unintentional: irritating, 'not meant to hurt';
- distressing and hurtful to the recipient – rather than good-natured fun;
- usually one way – rather than an exchange.

It is particularly important to distinguish it from 'natural' conflict between children and young people. It can take several forms, e.g. emotional, physical or verbal and can also be based on learned prejudices for example focussing on race, gender, disability, appearance, asylum seekers, religion or belief including sectarianism.

Concerns, Complaints... and Compliments

Anti-bullying Approach

In terms of Respect for All – the National Approach to Anti-Bullying for Scotland's Children and Young People, we promote and model positive and respectful relationships as we understand that creating a culture of mutual respect and dignity is the best way to challenge and reduce bullying behaviour. We recognise that respecting the feelings of other people is key to creating a positive culture in which bullying behaviour cannot thrive. Families and staff can find out more about the national anti-bullying approach at respectme.org.uk

Dignity at Work

Treating others with dignity and respect is key to preventing bullying, harassment and discrimination amongst staff.

All employees are entitled:

To a workplace free from bullying, harassment or victimisation.

- To be treated with dignity, respect and courtesy.
- To experience no form of discrimination.
- To be valued for their skills and abilities.

It is essential that unfair and discriminatory behaviour is challenged and stopped within the workplace. Unfair and discriminatory behaviour can be addressed through both informal and formal means. The 'Employee Grievance Policy' provides the process for staff to address unacceptable behaviour and to have any complaints resolved.

Roles and Responsibilities

The Nursery Manager and Chair of the Board/designated Board member (DBM) are responsible for introducing and implementing this policy and overseeing the resolution of any incidents. Together they will:

- Ensure that the Nursery communicates this policy to staff, parents/carers, children, partner agencies, students/trainees and volunteers;
- Ensure that appropriate training is regularly undertaken;
- Ensure that staff adhere to the Equalities, Diversity and Anti-bullying Policy, as required in their employment contracts;
- Initiate the Disciplinary Policy if staff do not abide by the Equalities, Diversity and Anti-bullying Policy;

- Ensure that all staff are dealing appropriately with racist and discriminatory incidents and that these incidents are recorded and addressed appropriately;
- Ensure that parents and carers are made aware of this and other Nursery policies on our website at www.blackhallnursery.co.uk, and also the procedure for raising concerns and complaints.

However, all staff and parents/carers have a part to play in the development and maintenance of the policy, and in its success.

The Nursery Manager and the Board of Directors will:

- Initiate the review and updating of this policy at least every 3 years.
- Ensure that every child has a key worker or member of staff they can turn to for support.

All staff are expected to be proactive, to treat all allegations seriously, to investigate them fully and to record incidents in each child's profile.

Members of staff are required to embed all Nursery policies in their practice. All staff, volunteers and services users have an active role to play in ensuring the policy is followed.

Parents can help by:

- Supporting our anti-bullying policy and procedures;
- Discussing any concerns with their child's key worker or any member of staff;
- Helping to establish an anti-bullying culture outside school;
- Speaking to the Nursery Manager if their concerns are serious and ongoing.

Planning, Monitoring and Evaluating this Policy in Practice

We examine and use all available information to ensure that the promotion of equality and anti-bullying issues are contained within our planning. Children will learn about the GIRFEC wellbeing indicators and their rights as stated in the United Nations Convention on the Rights of the Child.

We regularly update our children's records and profiles with regard to their learning and wellbeing and take into account factors such as disability, ethnicity, gender and looked-after status in order to support children's development and progression in their learning. We review annually our records of incidents, are alert to the quality of children's and adults' interactions, and we work hard to embed our values in everything we do and to share them with parents/carers.

We are careful to include not-at-home parents, kinship carers and all parents/carers of children in our Nursery.

We respond to information from surveys of parents' views and opinions by feeding this into our practice and development planning as appropriate.

Nursery Values

We hope that all staff, children and families will actively 'live' our Nursery values of; Kindness, Inclusion, Respect, Responsibility, Integrity and Confidence. The staff will model these values at all times and work with the children to embed them into Nursery life.

Getting it Right for Every Child (GIRFEC)

We are committed to 'getting it right for every child'. The health and wellbeing of children in our care is paramount. We will recognise and address inequalities that may impact on children's learning and wellbeing to ensure that every child makes progress as he or she should.

We operate a culture of high expectation for all the children in our care. Through our monitoring, evaluation and record-keeping, (Personal Learning Plans) we will assess the impact of this Policy on each child's progress. Where appropriate, Individualised Educational Programmes (IEPs) will be formulated to ensure that children make progress in their learning without barriers. Key workers and the Nursery Manager are responsible for monitoring children's performance and will address any barriers to learning, including low expectation, in planning for each child. Where necessary and available, one-to-one additional support for learning, or specialised support, will be provided in consultation with parents, dependent on Audit Support funding. Blackhall Nursery will address causes of lack of progress in each child, whatever they are.

Food

A healthy snack and healthy lunch will be offered to all Nursery children in line with 'Setting the Table' guidelines. Provision will be made for medical, cultural and other dietary requirements.

Admissions

The Nursery is open to every family within the Blackhall community. Our Admissions Policy details the waiting list and admissions process, with specific reference to children with additional support needs and English as an Additional Language. The individual needs of each child and family wishing to join the Nursery are taken into account.

Children with Requirements for Additional Support for Learning

Blackhall Nursery recognises the need to remove all and any barriers to learning and we welcome the opportunity to integrate children with additional needs into a community setting. We work with other professionals and strive to meet the needs of children who require additional support for learning. We also lobby for the rights of children with additional support for learning needs to be included in our Nursery, and to receive appropriate funding and support from the City of Edinburgh Council, the National Health

Service and Social Services. Appropriate provision may depend on funding from these sources.

Children with English as an Additional Language

We are committed to including families and children for whom English is an additional language, and our 'English as an Additional Language Policy' sets out the relevant policy and approach.

Support for Nursery Families

We work in partnership with parents and have a policy dedicated to this. We aim to be parent and family-friendly within unavoidable operational constraints (staff hours, insurance etc.). We also aspire to offer families support and guidance if and when they need it, in accordance with the principles and practice of GIRFEC. We have an open door policy, a directory of support agencies, a parenting lending library, partnership with parents policy, a room which can be used for meetings and good contacts with a range of organisations who offer support. We promote the voice of parents across a range of issues. We support families in addressing racism and discrimination and we challenge families who behave in a racist or discriminatory way, supporting them in addressing their behaviours by promoting this Policy, explaining that discrimination will not be tolerated in Nursery and leading discussions about eliminating discriminatory behaviour.

Staff Recruitment and Development

We promote equal opportunity and inclusion in our employment and staff development practices which are implemented in accordance with the obligations set out in the SSSC Codes of Practice for Employers. We offer equal development opportunities for all staff, volunteers and new applicants, regardless of any 'protected group' status including those from 'protected groups' as defined by the Equalities Act, 2010 (see 'Definitions') and job applicants' attention will be drawn to this policy.

Complaints and Incidents

The Nursery Manager and relevant Board member will oversee the resolution of any complaints relating to equalities issues and any other issues recognised within Nursery. This policy is supported by the detailed procedures described in the following policies: Complaints Procedure for Parents/Carers, Employee Grievance, Disciplinary.

This policy links to:
Curricular area(s): HWB, RME
Quality Indicators(s): 5.3, 5.4, 5.6, 9.1
Care Standard(s): 1,3,5,6,7,8,11
UNCRC: Articles 2, 28

Adopted on: 24 October 2024

TW/FG 18.09.14/23.10.14/3.11.14/GS Nov 21/Jan22/ SM 11.09.24