

## Sheffield Hallam University Nursery

### Equal Opportunities Policy

At Sheffield Hallam University Nurseries, we are committed to creating a welcoming, respectful, and inclusive environment where everyone feels valued and supported. We believe equality and diversity strengthen our community and help children, families, and staff to thrive.

This policy sets out how we promote equality of opportunity, celebrate diversity, and actively challenge discrimination in our nursery.

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#### **Equality for Staff**

Equality means ensuring that everyone is treated fairly and has equal access to opportunities, regardless of background or personal characteristics. As a public body, the University has a legal responsibility to promote equality and protect staff from discrimination in line with current legislation.

This includes protection from discrimination based on:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex (gender)
- Sexual orientation

Diversity means recognising, valuing, and respecting people's different backgrounds, experiences, knowledge, skills, and perspectives. By embracing diversity, we create a positive, supportive, and effective workforce.

Sheffield Hallam University benefits from a diverse workforce that brings a wide range of skills, experiences, and viewpoints. We aim to ensure that all staff feel able to be themselves at work, are treated with respect, and are supported to reach their full potential.

We are committed to ensuring that:

- All job advertisements clearly state that we are an **equal opportunities employer**
- No member of staff is disadvantaged because of their background, ethnicity, culture, religion, home language, learning difficulties, gender, or ability
- Staff are recruited and promoted based on their skills, experience, and suitability for the role
- All staff have opportunities for professional development and career progression
- Staff are respected, valued, and encouraged to share their views and opinions

- Staff are consulted and involved in decision-making wherever possible

We are fully committed to equality of opportunity for all children, including those with learning difficulties and disabilities.

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## **Inclusion, Diversity, and Equality**

### **Inclusion**

Inclusion means actively removing barriers to participation and learning. It involves promoting equality, celebrating difference, and challenging discrimination so that everyone can take part fully.

### **Diversity**

Diversity recognises and values what makes each person unique. We treat individuals as individuals and celebrate the differences that enrich our community.

### **Equality**

Equality means ensuring fair access, equal rights, and opportunities for everyone, regardless of their differences.

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## **Equality for Children and Families**

At Sheffield Hallam University Nursery, we actively promote inclusive practice to meet the needs of all children, families, and staff. We believe that everyone has something valuable to contribute, and we strive to create a setting where all children and families feel welcome, respected, and supported.

We promote equality of opportunity and anti-discriminatory practice and welcome children regardless of:

- Ethnicity or culture
- Religion or belief
- Home language
- Family background
- Gender or sexual orientation
- Age
- Learning difficulties or disabilities

Every child is supported to develop to their full potential and build a positive sense of identity in an environment that is free from prejudice, discrimination, and stereotyping.

The Nursery has a legal duty under the **Equality Act 2010** to provide inclusive provision for children and families. This includes the requirement to make **reasonable adjustments** to ensure that children with disabilities are not treated less favourably and can fully participate in nursery life.

## **Inclusive Practice in Our Setting**

Staff work to create learning experiences that recognise and respect each child's individual needs, learning style, and abilities. Our curriculum, activities, books, resources, and environment reflect the diversity of our children, families, and wider community and are adapted where needed to support inclusion.

Wherever possible, our facilities, equipment, and access arrangements are suitable for children with disabilities. We aim to help children develop an early appreciation of diversity and grow into confident individuals who make positive contributions to society.

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## **How We Meet Individual Needs**

We support all children by:

- Valuing each child as an individual and recognising their unique strengths, abilities, and background
- Valuing children's cultures by making meaningful connections between home, nursery, and the wider community
- Working closely with parents and carers to discuss children's progress and plan appropriate support
- Delivering personalised learning, development, and care to help children get the best possible start in life
- Having regard to the **SEND Code of Practice (2014)** (see SEND Policy)
- Ensuring staff receive regular training on equality, diversity, and inclusive practice
- Providing resources, images, and equipment that reflect our diverse society, so children and families can see themselves represented and respected

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## **Monitoring Inclusive Practice**

We regularly review and monitor our inclusive practice by:

- Listening to children and ensuring they have a voice within the setting
- Observing children and evaluating whether the learning environment supports inclusion
- Keeping staff knowledge of different cultures and communities up to date
- Actively challenging prejudice, discrimination, and gender stereotyping by children or adults

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## **Equalities and SEND Leadership**

### **Collegiate Nursery**

- **Rachael Hinchcliffe**, Deputy Manager, is the named **Equalities Named Co-ordinator (ENCO)**
- Rachael Hinchcliffe is also the named **Special Educational Needs and Disabilities Co-ordinator (SENCo)**

### **Meadows Nursery**

- **Sadie Broadhead**, Deputy Manager, is the named **Equalities Named Co-ordinator (ENCO)**

- Sadie Broadhead is also the named **Special Educational Needs and Disabilities Co-ordinator (SENCo)**

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## Prevent Duty (2015)

In line with the **Prevent Duty (2015)**, all schools and childcare providers must have due regard to preventing people from being drawn into terrorism.

As part of our wider safeguarding responsibilities, staff are trained to recognise when children or families may be vulnerable to radicalisation and understand the procedures to follow if concerns are identified.

We promote resilience and inclusion by embedding **Fundamental British Values** through the **EYFS (2023)** and delivering a balanced, inclusive, and varied curriculum.

This policy was adopted on	Signed on behalf of the nursery	Date for review
1/5/17	C.E.Carroll	January 2027