



## VALUING DIVERSITY AND PROMOTING INCLUSION AND EQUALITY

We ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their individual, social, economic, ethnic, cultural or religious backgrounds and situations.

Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins; while others may be more removed from close kin or may live with other relatives or foster carers. Some children have needs that arise from a disability or may have parents that are affected by disability. Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors affect the wellbeing of children and can impact on their learning and attainment. We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

We aim to:

- promote equality and value diversity within our setting and foster good relations with the local community;
- provide a secure and accessible environment in which all children can flourish and in which all contributions are considered and valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse family structures, diverse socio-economic, ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010)
- make inclusion a thread that runs through all of the activities of the setting; and
- foster good relations between all communities

## Procedures

### Admissions

We are open and accessible to all members of the community: -

- We reflect the diversity of our society in our publicity and promotional materials
- We provide information in clear, concise language, whether in spoken or written form
- We provide information in other languages (wherever possible)
- We base our Admissions policy on a fair system
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Inclusion and Equality policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act (2010). These are:
  - disability;
  - race;
  - gender reassignment;
  - religion or belief;
  - gender;
  - sexual orientation;
  - age;
  - pregnancy and maternity; and
  - marital status
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to their disability. Each application will be considered individually, taking into consideration the best interests of the child, other children in the pre-school and SEND staff ratios
- We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting
- We adjust to ensure that disabled children can participate successfully in the services offered by the setting and in the curriculum offered
- We act against any discriminatory, prejudice, harassing or victimising behaviour by our staff, volunteers or parents whether by:
  - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service;
  - indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
  - association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
  - perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation because of their mannerisms or how they speak
- We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia)
- Displaying of openly discriminatory xenophobic and possibly offensive materials, name calling, or threatening behaviour are unacceptable on, or around, our premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises

### Employment

- We advertise posts and all applicants are judged against explicit and fair criteria
- Applicants are welcome from all backgrounds and posts are open to all

- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community
- The applicant who best meets the criteria is offered the post, subject to references and suitability checks. This ensures fairness in the selection process
- All our job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications
- We monitor our application process to ensure that it is fair and accessible

### Training

- We seek out training opportunities for our staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish
- We ensure that our staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required
- We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Inclusion and Equality

### Curriculum

The curriculum offered in our setting encourages children to develop positive attitudes about themselves as well as people who are different from themselves. It encourages children to empathise with others, develop confidence and to begin to develop the skills of critical thinking and reflection.

Our environment is as accessible as possible for all visitors and service users. If access to the setting is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- making children feel valued and good about themselves and others;
- ensuring that children have equality of access to learning;
- undertaking an access audit to establish if the setting is accessible to all disabled children and adults;
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- differentiating the curriculum to meet children's special educational needs;
- modelling desirable behaviour and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and disabled children;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages

### Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families
- We encourage children to contribute stories of their everyday life to the setting
- We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully

- For families who speak languages in addition to English, we will develop means to encourage their full inclusion
- We offer a flexible payment system for families experiencing financial difficulties and offer information regarding sources of financial support
- We take positive action to encourage disadvantaged and under-represented groups to use the setting

Food

- We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met wherever possible
- We help children to learn about a range of food, and cultural approaches to mealtimes and eating, and to respect the differences among them

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting
- We positively encourage fathers to be involved in the setting, especially those fathers who do not live with the child
- Information about meetings is communicated in a variety of ways – via Family, written, verbal and, where resources allow, in translation – to ensure that all mothers and fathers have information about, and access to, the meetings

Monitoring and reviewing

- So that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meet our overall aims to promote equality, inclusion and to value diversity
- We provide a complaints procedure and a complaints summary record for parents to see

Public Sector Equality Duty

- We have regard to the Duty to eliminate discrimination, promote equality of opportunity and foster good relations between people who share a protected characteristic and those who do not

**Legal framework**

- The Equality Act (2010)
- Children Act (1989) & (2004)
- Special Educational Needs and Disability Act (2001)
- Children and Families Act (2014)

**Other useful Early Years Alliance publications**

- Guide to the Equality Act and Good Practice (2011)
- All Together Now (2011)
- Where’s Dad? (2009)

This policy was adopted at a meeting of Riverside Pre-school CIO on .....3<sup>rd</sup> March 2021...

Annual review date.....March 2022...

Signed on behalf of the pre-school.....  .....

Role of signatory .....Co-chair.....