



Wattisham Airfield Childcare Centre

Valuing Diversity and Promoting Equality

Our setting is committed to anti-discriminatory practice for all children and families. We respect and value the diversity which exists in the wider community. We are committed to challenge attitudes that promote discrimination, ensuring respect for all and preparing all children for life in a diverse society.

We aim to:

- Ensure that all children and adults are encouraged and able to achieve their full potential.
- Respect and value differences between people.
- Prepare children for life in a diverse society.
- Acknowledge the existence of prejudice and take steps to prevent it.
- Make our environment a place where everyone feels welcomed and valued.
- Improve our knowledge and understanding of beliefs, cultures, celebrated festivals and disabilities.
- Access staff training when the opportunities arise.

Procedures

Admissions

- 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 will provide information in a range of languages if required.
- We base our admissions policy on a fair system.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for any reason relating to disability.
- We plan to meet every child's individual needs and where those needs need to be extended we have meetings with parents and work alongside them to develop and individual educational plan to ensure that children with additional needs, disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

Employment

- Posts are advertised, and all applicants are judged against fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all that speak English whether it is an additional or first language.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure Barring Service. This ensures fairness in the selection process.
- All 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 staff and volunteers to enable them to develop anti-discriminatory and inclusive practices
- We ensure that 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 promoting equality, valuing diversity and inclusion.

Curriculum

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

British values

The Counter terrorism and Security Act came into effect from July 2015. Within our setting we have due regard to the need to prevent people from being drawn into terrorism by promoting 'The fundamental British values'. These are:

- Democracy: making decisions together
- Rule of law: understanding rules matter as cited in Personal, social and emotional development
- Individual liberty: freedom for all
- Mutual respect and tolerance: treat others as you want to be treated

These values are already embedded in the EYFS (2014)

Our environment is accessible for all visitors and service users. If access to the setting is found to treat disabled children or adults less favourably then we will make reasonable adjustments to accommodate the needs of disabled children and adults.

We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- making reasonable adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- make 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;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
- 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 parents/carers to take part in the life of the setting and to contribute towards their child's planning.
- For families who speak languages in addition to English, we have getting to know me form with key phrases that we will use at nursery that the parent/carer can complete for their home language. We feel this helps to support the child in the transition and in the child's daily routine.

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Legal framework

- The Equality Act 2010
- Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976, 1986
- Children Act 1989, 2004
- Special Educational Needs and Disability Act 2001
- Counter Terror and security Act 2015

Other useful Pre-school Learning Alliance publications

- Embracing Equality (2007)
- Prevent Duty

This policy was adopted at a meeting _____ name of
of _____ setting
Held on _____ (date)
Date to be reviewed _____ (date)
Signed on behalf of the management _____
committee _____
Name of signatory _____
Role of signatory (e.g. chair/owner) _____

Review dates:

Date _____ **signed** _____

Date _____ **signed** _____

Date _____ **signed** _____

Date _____ signed _____