

## **Valuing diversity and promoting equality**

### **Policy Statement**

Pound Hill Pre-School will ensure that our provision 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 social and economic, ethnic, and cultural or religious backgrounds. 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 disability or impairment or may have parents that are affected by disability or impairment. Some children come from families who experience social exclusion or severe hardship; some 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 well-being of children and can impact on their learning and attainment. This setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

### **Sub Heading**

- \* Provide a secure and accessible environment in which all our 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 no-stereotyping information about gender roles, diverse family structures, diverse 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 discriminating actions
- \* Make inclusion a thread that runs through all the activities of the setting; and
- \* Foster good relations between all communities.

### **Admissions**

This setting is open to all members of the community.

- \* We provide information in clear, concise language, whether in spoken or written form.
- \* We base our Admissions Policy on a fair system.
- \* We ensure that all parents are made aware of our Valuing Diversity and Promoting Equality Policy.
- \* We do not discriminate against a child or their family, or prevent entry to our setting, based on a protected characteristic as defined by the Equalities Act (2010).
- \* We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to disability.

- \* We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
- \* We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered.
- \* We act against any discriminatory behaviour by staff 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.
- \* 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 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**

- \* Posts are advertised and all applicants are judged against explicit and fair criteria.
- \* Applicants are welcome from all backgrounds and posts are open to all.
- \* The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure Barring Service (DBS).
- \* 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 practitioners and volunteers to enable them to develop anti discriminatory and inclusive practices, which enable all children to flourish.
- \* We ensure that practitioners 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 Equality.

### **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. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and service users. If access to the settings 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.
- \* 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.
- \* 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 children with disabilities.
- \* 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 offer a flexible approach to payment of fees to support parents.
- \* We take positive action to support disadvantaged and underrepresented groups to use the setting.

### **Food**

- \* We work in partnership with parents to ensure that all dietary requirements 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 us.

### **Meetings**

- \* Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting
- \* We positively encourage all family members to be involved within the setting.
- \* Information about meetings is communicated via Family and in person – to ensure everyone has access to the information.
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### **Monitoring and reviewing**

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

**This policy was adopted by**  
**Position within the Pre-School**

**Katy Platt**  
**Manager & nominated individual**