

## **041 Valuing diversity and promoting inclusion and equality policy**

### **Statement of intent**

Our setting is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families.

### **Aim**

We aim to:

- provide a secure environment in which all our children can flourish and in which all contributions are valued;
- promote equality and value diversity within our service and foster good relations with the local community;
- include and value the contribution of all families to our understanding of equality and diversity;
- promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- make inclusion a thread that runs through all of the activities of the setting; and
- challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010) namely:
  - age;
  - gender;
  - gender reassignment;
  - marital status;
  - pregnancy and maternity;
  - race;
  - disability;
  - sexual orientation; and
  - religion or belief.

The legal framework for this policy is:

Equality Act 2010

Children Act 1989 & 2004;

Children and Families Act 2014; and

Special Educational Needs and Disability code of practice: 0 to 25 years 2014.

### **Methods**

#### *Admissions*

- Our setting is open to all members of the community.
- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.

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- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as required.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.
- 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, such as being a member of a travelling community or an asylum seeker.
- We do not discriminate against a child with a disability or refuse a child entry to our setting because of any disability.
- We will make reasonable adjustments to ensure that disabled children can participate successfully in the services offered by the setting and in the curriculum offered.
- We will take action 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 a specific ethnic group from using the service;
  - indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
  - discrimination arising from a disability – someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity;
  - 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.
- 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 or threatening 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*

- 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.
- 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 checks by the Criminal Records Bureau. This ensures fairness in the selection process.

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- All job descriptions include a commitment to equality and 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, which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality, 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. It encourages development of confidence and self-esteem, empathy, critical thinking and reflection.

We do this by:

- creating an environment of mutual respect and tolerance;
- modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- 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;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that disabled children with and without special educational needs are fully supported;
- 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 and special family events.
- We encourage families to share information about cultural/religious festivals celebrated.
- We encourage parents/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 ensure their full inclusion.

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- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

### *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.

### *Meetings*

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about and access to the meetings.

This procedure was adopted at a meeting of Grindleford and Eyam Playgroup.

Held on:

Date to be reviewed:

Signed on behalf of the committee:

Name of signatory:

Role of signatory:

All staff, volunteers and committee members will sign to indicate they have read, understood and agreed with the above policy.