

Sunbeams Play

Equality of opportunity

1.11 Valuing diversity and promoting equality

Policy statement

We will 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 social and economic, ethnic and cultural or religious Back-grounds.

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, aunt's uncles and cousins while others may be removed from close kin or may live with other relatives or foster carer's. 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 have to face discrimination and prejudice because of their ethnicity, the languages they speak the religious or belief background, their gender or their impairment.

Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- 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 non-stereotyping information about gender roles, diverse family structure 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 discriminatory actions.
- make inclusion a thread that runs through all activities of the setting.
- foster good relations between all communities.

EYFS key themes and commitments

| A Unique Child | Positive Relationships | Enabling Environments | Learning and Development |
|--|---|---|---------------------------------------|
| 1.2 Inclusive practice 1.3 Keeping safe | 2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person | 3.2 Supporting every child 3.4 The wider context | 4.4 Areas of learning and development |

Procedures

Admissions

Our setting is open to all members of the community.

- We advertise our service widely.
- We provide information in clear concise language, whether spoken or written form.
- We aim to provide information in clear, concise language, whether in spoken or written form.
- We aim to provide information in as many languages as possible.
- We base our admissions 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 a protected characteristic as defined by the equalities act 2010. These are:
 - Disability.
 - Race.
 - Gender reassignment.
 - Religion or belief.
 - Sexual orientation
 - Age
 - Pregnancy and maternity
 - Marriage and civil partnership.

We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.

We ensure whenever 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 take action 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 from 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; someone who is married to someone from a different cultural back ground.
- Perception-discrimination on the basis that it is thought someone has a protected characteristic e.g. assuming someone is gay because of their mannerism 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 in the strongest manner.

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.
- All job descriptions include a commitment to promoting 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, which enable all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- We will review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

Our environment is as accessible as possible for all visitors and service users. We will always make reasonable adjustments to accommodate the needs of disabled children and adults if something needs amending. We do this by:

- Ensuring that 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 available activities to ensure each child receives the widest possible opportunity to develop their skills and abilities.
- 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 the activities offered are, 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.
- 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 fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- 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 try and help children to learn about a range of foods and of cultural approaches to meal times and eating, and to respect the differences among them.

Parent/carer involvement

We actively encourage parents/carers into the setting and try to arrange meetings at a time that suits all parents/carers.

We positively encourage fathers to be involved with the setting.

Information about meetings etc is communicated in variety of ways written, verbal and where possible in translation.

Monitoring and reviewing

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

Legal framework

- The Equality Act 2006
- 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

This policy was adopted at a meeting of

name of
setting

Held on

(date)

Date to be reviewed

(date)

Name of signatory

Role of signatory

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