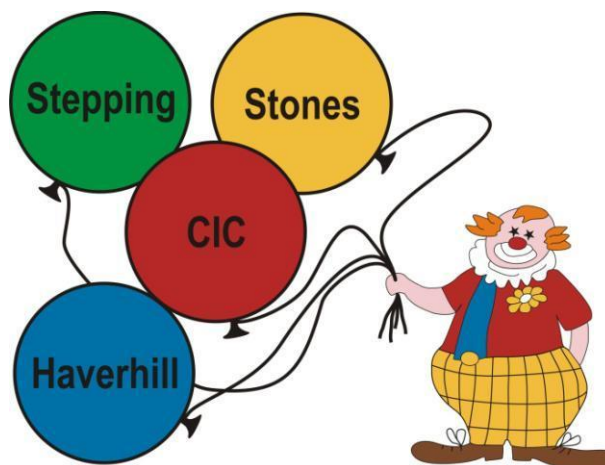


The provider must take necessary steps to safeguard and promote the welfare of children.  
General Welfare Requirement: Safeguarding and Promoting Children's Welfare



## Equality of opportunity

### 11. Valuing diversity and promoting equality

- Including British Values

## 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 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 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 well-being of children and can impact on their learning and attainment.

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 and 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 discriminatory actions;
- make inclusion a thread that runs through all of the activities of the setting; and
- 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 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 as many languages as possible.
- 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 a protected characteristic as defined by the Equalities Act 2010. These are:
  - disability;
  - race;
  - gender reassignment;
  - religion or belief;

- sex;
  - sexual orientation;
  - age;
  - pregnancy and maternity; and
  - 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 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 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 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. 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 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, 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 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. 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;
- undertaking an access audit to establish if the setting is accessible to all children;
- 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 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 ensure their full inclusion.
- We offer a flexible payment system for families of differing means 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.
- 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.
- 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 - written, verbal and in translation - to ensure that all mothers and fathers have information about and access to the meetings.

### **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.

### **British values**

The DfE have recently reinforced the need “*to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.*”

We believe that the EYFS already provides a solid foundation to encourage a child's understanding and acceptance that we live in diverse communities with many different cultures and lifestyles.

We listen to children's and parent's voice. Parent questionnaires are completed and acted upon. Children are given opportunities to make choices and decisions. We consistently reinforce our high expectations of children. Children are taught the value and reasons behind our expectations (rules) that they are there to protect us, that everyone has a responsibility and that there are consequences when rules are broken.

### **Democracy**

Children at Stepping Stones Childcare & Education CIC listen to each other through small group games and experiences. We have 'Our Rules' which children had input on. We have a behaviour policy which staff must adhere to and we all then have the same expectations of children's behaviour.

### **Individual Liberty**

Within the setting children make choices; where children choose their own resources. Children get to know what resources we have and will ask adults to help them. We have a daily routine where children can access child or adult led activities based on their own interests; we have a rolling snack time where children choose when they would like their snack, within the set period.

### **Mutual Respect**

We learn rules such as sharing, taking turns and routines of the day. Adults support children in their learning of these values.

### **The Rule of Law**

We have visits from local police officers who tell us about their jobs and how they keep us safe; we also have a visit to the fire station to find out about what they do. Staff all work together so children understand the rules and boundaries within the setting and the world around us, so children can have a safe environment to play in.

### **Tolerance of those of different Faiths and Beliefs**

Through knowledge and understanding of the world we celebrate different cultures and beliefs. In our learning and routines at Pre-School we promote tolerance and understanding while celebrating British values, this will help children respect other cultures while developing a sense of national identity. We celebrate Harvest Festival and

Easter, we celebrate British traditions such as May Day and the Royal Family events, Armistice day, Christmas, mothers/father's day and we also observe traditions from other cultures such as Chinese New Year and Diwali.

### **Legal framework**

- The Equality Act 2010 (<http://www.crae.org.uk/media/26308/CRAE-Equality-Act-2010-guide.pdf>)
- Children Act 1989, 2004 ([http://www.workingtogetheronline.co.uk/chapters/chapter\\_one.html](http://www.workingtogetheronline.co.uk/chapters/chapter_one.html))  
(<http://www.legislation.gov.uk/ukpga/2004/31/contents>)
- Special Educational Needs and Disability Act 2001, 2010 (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)
- <https://www.gov.uk/.../guidance-on-promoting-british-values-in-schools-published>

**Please note that all staff should read and be aware of the MASH & LADO posters within the setting.**

This policy was adopted by	Stepping Stones Childcare & Education CIC
on	28.02.2017
Date to be reviewed	September 2019
Signed on behalf of the management	
Name of signatory	ELAINE MCMANUS
Role of signatory (e.g. manager/ deputy)	MANAGER

**Review:**

This policy is reviewed every year or whenever deemed necessary by the manager in the light of events and changes in the law.

This policy was given to staff to read on 09.04.2018 and was acknowledged and read by staff on:

Name of Staff Member	Date policy read	Staff signature
1. Anne Jessop		
2. Suzanne Rulten		
3. Shelby Evans		
4. Chloe Mead		
5. Lily Carr		
6. Kay Page		
7. Kelly Whitewood		
8. Shannon Bronson		
9.		



