



VALUING DIVERSITY AND
PROMOTING EQUALITY
POLICY

Policy Statement

Churchwood Kindergarten is committed to ensuring that our service is fully inclusive in meeting the needs of all children.

We recognise that children and their families come from a wide range of backgrounds, with individual needs, beliefs and values.

- Children may grow up in family structures that include one or two parents of the same or different sex.
- Children may have close links with, or live with, extended families of grandparents, aunts, uncles and cousins.
- Other children may come from families who experience social exclusion, severe hardship or discrimination and prejudice because of their ethnicity, disability/ability, spoken language, religious or personal beliefs, sexual orientation, or marital status.
- Some individuals may face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status.

We understand that all these factors can affect the well-being of children within these families and may adversely impact on children's learning, attainment and life outcomes.

We are committed to anti-discriminatory practice, to promoting equality of opportunity, and to valuing diversity for all children and families using our setting.

We aim to:

- promote equality and value diversity within our setting and foster good relations with the local community;
- actively include all families and value the positive contribution they make to our setting;
- promote a positive, non-stereotyping environment that promotes dignity, respect and understanding of different in all forms;
- provide a secure and accessible environment in which every child feels safe and equally included;
- improve our knowledge and understanding of issues relating to anti-discriminatory practice;
- 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 status
 - race
 - disability
 - sexual orientation
 - religion or belief

- where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within our setting, or need different things from our setting.

Procedures

Admissions

- We base our Admissions Policy on a fair system.
- We do not discriminate against a child or their family in our service provision, including by preventing their entry to our setting based on a protected characteristic as defined by the Equality Act (2010).
- We advertise our service and setting widely.
- We provide information in clear, concise language – whether in spoken or written form – and provide information in other languages (where possible).
- We reflect the diversity of our community and wider society in our publicity and promotional materials.
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Equality Policy.

- We challenge behaviours which show signs of gender discrimination.
- Our resources are gender neutral and all children are encouraged to play or join in with all activities.
- We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.

- We provide information on our offer of provision for children with special educational needs and disabilities.
- We make reasonable adjustments to ensure that disabled children can participate successfully in our setting and in the curriculum we offer.

- We take action against any discriminatory, harassing or victimising behaviour by our staff, volunteers or parents, whether by:
 - direct discrimination
 - someone is treated less favourably because of a protected characteristic (eg: preventing families of a specific ethnic group from using the service);
 - indirect discrimination
 - someone is affected unfavourably by a general policy (eg: one stating 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 (eg: 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 (eg: 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 (eg: making assumptions about someone's sexual orientation).
- Displaying of openly discriminatory and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on, or around, our setting. Any of these actions will be dealt with immediately and discreetly by asking the offender to stop using the unacceptable behaviour, and inviting them to read and act in accordance with the relevant policy or procedure. Failure to comply may lead to the person being excluded from the setting.

Employment

- We advertise posts widely and all applicants are judged against explicit and fair criteria.
- Applications are welcome from people of any background and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the setting to best meet the needs of the community.
- The applicant who best meets the criteria will be offered the post, subject to references and suitability checks. This ensures fairness in the selection process.
- All our 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 our staff and volunteers to enable them to develop anti-discriminatory and inclusive practices.
- We ensure our staff are confident and fully trained in administering relevant medications and performing invasive care procedures on children when these are required.
- We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.
- We ensure that staff are not gender stereotyping through the language they use or through their actions.

Curriculum

The curriculum offered in our setting encourages children to develop positive attitudes about themselves, as well as about people who are different from themselves. It encourages the development of confidence, self-esteem, empathy, critical thinking and reflection.

We ensure that our practice is fully inclusive by:

- creating an environment of mutual respect and tolerance;
- modelling desirable behaviour to children;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- positively reflecting the widest possible range of communities within our resources;
- avoiding the use of stereotypes or derogatory images within our books or any other visual materials;
- celebrating locally observed festivals and holy days;
- ensuring that children learning English as an additional language have full access to the curriculum, and are supported in their learning;
- ensuring that disabled children with and without special educational needs are fully supported; and
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Our setting

We do our best to make our setting as accessible as possible for all visitors and service users. We do this by:

- making reasonable adjustments to accommodate the needs of disabled children and adults;
- fully differentiating the environment, resources and curriculum to accommodate a wide range of learning, physical and sensory needs.

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 encourage their full inclusion.
- 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 arising from their medical, religious or cultural needs are met where necessary.
- 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 (where resources allow) – to ensure that all parents have information about, and access to, the meetings.

Policy Monitoring and Review

This policy is monitored by the staff and management of Churchwood Kindergarten and will be reviewed annually, or before if necessary.

Date created: 19th July 2019

Created by: Caroline Bennetts

Reviewed by:

Signed:

Date:

Name:

Role:

Review date: 19th July 2020

Reviewed by:

Amended / Updated? Yes / No

Brief explanation of changes:

Signature of reviewee:

New review date set: