



EYFS Valuing Diversity and Promoting Equality Policy

Updated
May 2018

St Faith's Prep School EYFS Valuing Diversity and Promoting Equality Policy

This policy applies to Sandcastles Nursery including 'early,' 'late' and 'wrap around care' and all staff, volunteers and visitors in Sandcastles Nursery.

(Please note that the term 'parents' also relates to carers and those with legal guardianship of children)

At Sandcastles Nursery we ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. Our setting is committed to anti-discriminatory practice in order 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 ethnic and cultural groups and disabled people.
- 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.

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.
- If required, we provide information in home languages.
- We base our admissions policy on a fair system.
- We ensure that all parents are 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 for reason relating to disability.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling or threatening behaviour are unacceptable on or around the setting and will be dealt with in the strongest manner.

Curriculum:

The curriculum offered at Sandcastles Nursery 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 accessible as possible for all visitors and service users. If access to the setting 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 all children feel valued.
- Ensuring that all 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 that each child receives the widest possible opportunity to develop their skills and abilities eg. recognising the different learning styles of boys and girls.

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- 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 needs.
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Ensuring that the curriculum offered is inclusive of children with needs and disabilities.
- Ensuring that children learning English as an additional language have full access to the curriculum and are fully 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 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.

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.

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.
- The school provides a complaints procedure which is accessible to all parents.

Legal Framework:

The Equality Act (2010)
Disability Discrimination Act (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)
SEND Code of Practice (2014)
The Children and Families Act (2014)