



## Valuing diversity and promoting equality

### Policy statement

All families have needs and values that arise from their individual, social, economic, ethnic, cultural or religious backgrounds and situations and we ensure that our school is fully inclusive to all and treated equally.

We understand that certain factors affect the well-being of children and can impact on their learning and attainment.

We aim to:

- provide a secure and accessible environment in which all 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 structures, diverse socio-economic, ethnic and cultural groups and disabled people;

### Procedures

- We advertise our service widely.
- We base our Admissions Policy on a fair system.
- 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) such as disability, race, religion or sexual orientation.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to their disability.
- We make adjustments to ensure that disabled children can participate successfully in the services offered by the setting and in the curriculum offered.
- Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable

### Employment

- 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 suitability checks. This ensures fairness in the selection process.

### Curriculum

The curriculum offered in our setting encourages children to develop positive attitudes about themselves as well as 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.

We do this by:

- making children feel valued and good about themselves and others;
- 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;
- celebrating locally observed festivals;
- creating an environment of mutual respect and tolerance;
- ensuring that the curriculum offered is inclusive of children with special educational needs and disabled children;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and

#### Valuing diversity in families

- We encourage children to contribute stories of their everyday life to the setting.
- For families who speak languages in addition to English, we will develop means to encourage their full inclusion.
- We offer a flexible payment system for families experiencing financial difficulties and offer information regarding sources of financial support.
- We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met where ever possible.
- 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.

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