

# Promoting Inclusion, Equality and Valuing Diversity Policy

Ben Rhydding Pre-School

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Signed by Chairperson(s):



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## Aim

Ben Rhydding Pre-School actively promotes inclusion, equality of opportunity and the valuing of diversity.

## Objectives

We support the definition of inclusion as stated by the Early Childhood Forum:

*'Inclusion is the process of identifying, understanding and breaking down the barriers to participation and belonging.'*

We interpret this as consisting of several tasks and processes in relation not only to children but also to parents and visitors in the setting. These tasks and processes include awareness and knowledge of relevant barriers to inclusion for those with a protected characteristic namely:

- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sexual orientation
- sex (gender)
- age
- marriage or civil partnership (in relation to employment)

This includes unlawful behaviour towards people with protected characteristics. Unlawful behaviour being direct discrimination, indirect discrimination, associative discrimination, discrimination by perception, harassment, and victimisation (in addition, we are aware of the inequality that users facing socio-economic disadvantaged may also encounter). We will not tolerate behaviour from an adult which demonstrates dislike and prejudice towards groups and individuals living outside the UK, or towards specific groups of people and individuals who are British Citizens residing in the UK.

We promote understanding of discrimination through training and staff development.

As a setting we will make sure we;

- promote a welcoming atmosphere that genuinely appreciate British Values, different cultural and personal perspectives, without stereotyping and prejudicing cultures and traditions on raising children.
- promote community cohesion and create an environment that pre-empts acts of discrimination so that they do not arise.
- address discrimination as it occurs from children in a sensitive, age-appropriate manner to ensure that everyone involved understands the situation – we actively promote the ethos of kindness to all.
- challenge discriminatory behaviour from parents, staff or outside agencies or individuals that affect the well-being of children and the early years community.

- create an ethos within which staff work confidently within a culturally complex environment and seek support and intervention from agencies where appropriate.
- make sure all the additional needs of all children are identified and met.
- are aware of anti-discriminatory legislation and are able to use it to shape the service and support parents and children against discrimination in the local community.
- monitor and review our practice every half term during staff meetings. We consider long-term preventative measures to ensure equality such as auditing of provision, applying impact measurements and positive actions. In addition, short term measures such as recognition and assessment of children's additional support needs (e.g. impairment, home language, family hardship, specific family beliefs and practices), day-to-day activities, provision of suitable support and resources, activity programme and curriculum., assessment, recognition of special educational needs and developing inclusive relationships.

## **Legal references**

General Data Protection Regulation 2018

Children and Families Act 2014 Part 3

Special Educational Needs and Disability Code of Practice 2015

Disability Equality Duty 2011

Equality Act 2010

Prevent Strategy 2015

## **Promoting inclusion, equality and valuing diversity**

We actively promote inclusion, equality of opportunity and value diversity. We strive to eliminate discrimination, promote equality, foster good relations with individuals and groups with protected characteristics. All staff annually complete Prevent Duty training.

We ensure we promote a positive self-concept and self-esteem for all children through treating each child as an individual and with equal concern, ensuring each child's developmental and emotional needs are recognised and met.

## **Environment**

- We promote an inclusive practice to ensure every child is welcomed and valued.
- We discuss aspects of family/child identity with parents/carers when settling in a new child.
- We maintain a positive non-judgemental attitude and use language with children to talk about topics such as family composition/background, eye and skin colour, hair texture, sex, gender, physical attributes and languages spoken (including signing).
- We take time to become knowledgeable about different cultures that are present in our setting and allow children the opportunity to share their beliefs to create pride, interest and positive self-identity.
- We discuss similarities and differences positively without bias and judgement.
- We celebrate festivals, holy days and special days authentically through involving parents, staff and the wider community to provide a positive experience for all.

- We provide books with positive images of children and families from all backgrounds and abilities.
- We provide visual materials, such as posters and pictures that provide non-stereotypical images of people, places and cultures and roles that are within children's range of experience.
- We ensure toys, learning materials and resources reflect diversity

## Curriculum

We develop a range of activities through which children can explore aspects of their identity, explore similarities, differences and develop empathy including:

- self-portraits, photograph albums and displays showing a range of families
- books about 'me' or my family
- persona doll stories which sympathetically and authentically represent diversity
- food activities, such as tasting and cooking.
- activities about real celebrations such as new babies, weddings, cultural and religious events
- use of textiles and secular artefacts in the room, and to handle and explore, that demonstrate valuing of the cultures from which they come
- provide mirrors at different heights for children to explore their faces, features and expressions
- provide a music area with a variety of musical instruments so children can create a range of music.
- a home corner play which encourages all children to equally participate and provides domestic articles from diverse cultures
- 'dressing up' materials which promote non-gendered roles and enable children to explore different gender identities/gender neutrality
- a language and literacy area with a variety of books, some with dual language texts and signs, involving parents in the translation where possible
- children's names written on cards in English as well as in their home language script where appropriate. We use an individual symbol for younger children who cannot yet recognise letters.
- conversations with young children which explore unfamiliar objects and subjects to help foster an understanding of diversity and identity such as spectacles or hearing aids, religious and cultural practice.
- records that show the relevant involvement of all children, especially children with special educational needs and disabilities, those using English as an additional language and those who are 'more abled' in the planning of their care and education.

## Fostering positive attitudes and challenging discrimination and valuing a family's diversity

- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.
- Where children make remarks or behave in a discriminatory or prejudice way or make inappropriate comments that arise from not knowing facts, staff should explain

why these actions are not acceptable and provide appropriate information and intervention to reinforce children's understanding and learning.

- Where children make overtly prejudice or discriminatory remarks they are dealt with as above, and the issue is raised with the parents.
- When children wish to explore aspects of their identity such as ethnicity or gender, they should be listened to in an understanding and non-judgemental way.
- Parents are expected to abide by the policy for inclusion, diversity and equality and to support their child in the aims of the setting.

## **Implementing an equality strategy to foster a 'can do' approach**

- An environmental audit is completed every term to ensure that there are no barriers to inclusion of any child, families and visitors to the setting. This can be done alongside the SCILs team in Bradford or within the management team.

## **Employment & staffing**

See separate 'Safer Recruitment' policy for details on our application and recruitment process.

- It is recognised that members of staff in diverse teams bring a range of views and opinions to the setting regarding a range of issues to do with the job. Views and perspectives are shared and respected in staff meetings and decisions are made by incorporating different ways of looking at the situation will result in the best outcomes for the child.
- Staff views are sought if they can offer individuals, social and/or cultural insight, although staff should not be put in an uncomfortable position of being an 'expert' or 'ambassador'.
- Staff respect similarities and differences between each other. Staff do not discriminate or harass individuals on the grounds of these or encourage any other member of staff to do so; evidence of such will be dealt with by management immediately.
- Members of staff make the best use of different perspectives in the team to find solutions to difficult problems that arise in socially/culturally complex situations.
- Members of staff support each other to highlight similarities and respect differences.
- There is an ethos wherein staff, parents and children are free to express themselves and speak their own languages in ways that enhance the culture of the setting.

## Promoting Fundamental British Values

Children's social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and Universal values.

### British values

The fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the Early Years Foundation Stage.

#### Democracy: making decisions together

- Staff encourage children to see the bigger picture, understand that their views count, value each other's views and talk about feelings e.g. when they do or do not need help.
- Children are encouraged to vote for which story they would like at circle time, parts in productions, and other decisions within the setting.
- Children are encouraged to share and take turns with resources – using the sand timer to facilitate this. We encourage children to practise these skills through; playing a game together, snack time and through free flow play.
- We create a safe space for children to share ideas, make mistakes and think of new ideas.
- We encourage the children to talk about what they would like to see at Pre-School.
- We encourage children to listen to each other and valuing what others have to say through show and tell and answering questions at circle time.
- We enable children to recognise and talk about their emotions, helping them to manage their behaviour and emotions by implementing the colour monster following the training from the SCIL team.
- We have introduced a system for recognising emotions and using key questioning to allow children to recognise and explain their feelings. The children 'check in' using our emotions board to promote discussion about how they are feeling.

#### Rule of law: understanding rules matter (PSED)

- Staff ensure children understand their and others' behaviour and consequence.
- We have our own 'Pre-School rules' and encourage children to be part of the rule-making process. We re-iterate the rules at circle time and other times throughout the session using resources to support this as appropriate. We spend time talking to children about their actions and the consequences they have.
- Take the children for a walk around the local community and talk about signs and what would happen if we didn't have rules.

#### Individual liberty: freedom for all (PSED & UW)

- Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.
- We allow children to take risks such as on an obstacle course and talk about their experiences and learning.

- Children choose what they want to play with in a session and the provision they want to access.
- Self-serve at snack time to allow children to make choices.
- Parents are encouraged to use Tapestry to share key moments with us for use at circle time to celebrate children's achievements.
- Ensure children feel valued and respected when speaking and asking questions.
- Allow children to take on challenges and responsibilities by having small 'jobs' such as lunch monitor and register monitor.
- Encourage children to express their own views and listen to others' views.
- Encourage all children to say 'here I am' or acknowledge their name on the register in a way they feel comfortable.

**Mutual respect and tolerance: treat others as you want to be treated (PSED & UW)**

- Staff create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children share their adventures with Beatrice or Baxter Bear (Pre-Schools travelling bears) and children are encouraged to listen carefully, take turns talking and ask questions.
- We encourage children to respect each other's differences by using the 'all about me' topic to notice our similarities and differences and celebrate them.
- Throughout the year we celebrate various festivals to ensure that children become aware of other traditions.
- We encourage children to see themselves as part of the wider community through visits to local primary schools, churches, different events in the community, the theatre and the library.
- We invite people from the community in to talk to the children
- We encourage children to learn about the wider world by using stories from different countries and cultures, looking at maps, talking about holidays and using holiday pictures at show and tell.
- Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.