

Valuing Diversity and Promoting Inclusion and Equality

Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children, staff and families.

At Dinton Pre-School we aim to:

- To provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- To include and value the contribution of all families to our understanding of equality and diversity.
- To provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- To improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Promote the British Values of democracy, rule of law, individual liberty and mutual respect and tolerance through everyday practice.
- To make inclusion a thread that runs through all of the activities of the setting.

Admissions – See Admissions Policy

Adult Behaviour

- We take against any discriminatory, prejudice, harassing or victimising behaviour by staff or parents seriously. Discrimination may be:
 - 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.
- We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia)
- 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 and Training – See Employment and Staffing Policy

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different to 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 the 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 the children feel valued and good about themselves.
- 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 eg recognising the different learning styles of girls and boys.
- Differentiating the curriculum to meet the children's special education needs.
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities.

We aim to reflect the diverse culture that we live in by:

- 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.
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning.
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home language.

Valuing Diversity in Families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage the children to contribute stories of their everyday life to the setting.
- We encourage parents/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.

Food – See Food, Drink and Healthy Eating Policy

- 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.
- We provide a complaints procedure and a complaints summary record for parents to see.