Priorslee Community Centre Priorslee Avenue

Telford Shropshire

TF2 9RS

Ofsted registration 208429

**9.1 Valuing diversity and promoting inclusion and equality**

**incorporating the fundamental British values.**

**Policy statement**

We are committed to ensuring that our service is fully inclusive in meeting the needs

of all children. To do so we will actively promote inclusion, equality of opportunity, the

valuing of diversity and British values.

We recognise that children and their families come from a wide range of

backgrounds with individual needs, beliefs and values. They may grow up in family

structures that include one or two parents of the same or different sex. Children may

have close links or live with extended families of grandparents, aunts, uncles and

cousins; while other children may be more removed from close kin, or may live with

other relatives or foster carers. Some children come from families who experience

social exclusion, severe hardship; discrimination and prejudice because of their

ethnicity, disability and/or ability, the languages they speak, their religious or

personal beliefs, their sexual orientation and marital status. Some individuals 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 promote equality of opportunity

and valuing diversity for all children and families using our setting. We aim to:

§ promote equality and value diversity within [our/my] service and foster good

relations with the local community;

§ actively include all families and value the positive contribution they make to our

service;

§ promote a positive non-stereotyping environment that promotes dignity, respect

and understanding of difference 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:

o age;

o gender;

o gender reassignment; o marital status;

o pregnancy and maternity; o race;

o disability;

o sexual orientation; and o religion or belief.

§ where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the service or need different things from the service.

**Procedures**

**Admissions**

Our setting is open and accessible to all members of the community.

§ We base our Admissions Policy on a fair system.

§ We do not discriminate against a child or their family in our service provision,

including preventing their entry to our setting based on a protected characteristic

as defined by the Equality Act (2010).

§ We advertise our service widely.

§ We provide information in clear, concise language, whether in spoken or written

form and provide information in other languages (where ever possible).

§ We reflect the diversity of our community and wider society in our publicity and

promotional materials.

§ We provide information on our offer of provision for children with special

educational needs and disabilities.

§ We ensure that all parents are made aware of our Valuing Diversity and

Promoting Inclusion and Equality Policy.

§ We make reasonable adjustments to ensure that disabled children can participate

successfully in the services and in the curriculum offered by the setting.

§ We ensure, wherever possible, that we have a balanced intake of boys and girls

in the setting.

§ We take action against any discriminatory, prejudice, harassing or victimising

behaviour by our staff, volunteers or parents whether by:

**-** direct discrimination – someone is treated less favourably because of a

protected characteristic e.g. preventing families of a specific ethnic group

from using the service;

**-** indirect discrimination – someone is affected unfavourably by a general policy

e.g. 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 e.g. 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 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 e.g. making assumptions about someone's sexual

orientation.

§ 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 xenophobic and possibly offensive or

threatening materials, name calling, or threatening behaviour are unacceptable

on, or around, our premises and will be dealt with immediately and discreetly by

asking the adult to stop using the unacceptable behaviour and inviting them to

read and to act in accordance with the relevant policy statement and procedure.

Failure to comply may lead to the adult being excluded from the premises.

*Employment*

§ We advertise posts and all applicants are judged against explicit and fair criteria.

§ 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.***

§ ***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 that our staff are confident and fully trained in administering relevant

medicines 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.

**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 development of confidence and 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 and helping children to understand that

discriminatory behaviour and remarks are hurtful and unacceptable;

§ positively reflecting the widest possible range of communities within resources;

§ avoiding 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;

§ ensuring that children speaking languages other than English are supported in

the maintenance and development of their home languages

We will ensure that our environment is as accessible as possible for all visitors and

service users. We do this by:

§ undertaking an access audit to establish if the setting is accessible to all disabled

children and adults. If access to the setting is found to treat disabled children or

adults less favourably, then [we/I] make 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 offer a flexible payment system for families experiencing financial difficulties

and offer information regarding sources of financial support.

§ 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 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.

*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 where resources allow in translation – to ensure that all mothers and fathers

have information about, and access to, the meetings.

*Monitoring and reviewing*

§ So that our policies and procedures remain effective, we monitor and review

them annually to ensure our strategies meet our overall aims to promote equality,

inclusion and to value diversity.

§ We provide a complaints procedure and a complaints summary record for

parents to see.

*Public Sector Equality Duty*

§ We have regard to the Duty to eliminate discrimination, promote equality of

opportunity, foster good relations between people who share a protected

characteristic and those who do not.

*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 2024 EYFS and are further clarified below, based on the

*Fundamental British Values in the Early Years* guidance (Foundation Years 2024):

§ *Democracy*, or making decisions together (through the prime area of Personal,

Social and Emotional Development)

**-** As part of the focus on self-confidence and self-awareness, practitioners

encourage children to see their role in the bigger picture, encouraging them to

know that their views count, to value each other’s views and values, and talk

about their feelings, for example, recognising when they do or do not need

help.

**-** Practitioners support the decisions that children make and provide activities

that involve turn-taking, sharing and collaboration. Children are given

opportunities to develop enquiring minds in an atmosphere where questions

are valued.

§ *Rule of law*, or understanding that rules matter (through the prime area of

Personal, Social and Emotional Development)

**-** Practitioners ensure that children understand their own and others’ behaviour

and its consequence.

**-** Practitioners collaborate with children to create rules and the codes of

behaviour, for example, the rules about tidying up, and ensure that all

children understand rules apply to everyone.

§ *Individual liberty***, or** freedom for all (through the prime areas of Personal, Social

and Emotional Development, and Understanding the World)

**-** Children should develop a positive sense of themselves. Staff provide

opportunities for children to develop their self-knowledge, self-esteem and

increase their confidence in their own abilities, for example through allowing

children to take risks on an obstacle course, mixing colours, talking about

their experiences and learning.

**-** Practitioners encourage a range of experiences that allow children to explore

the language of feelings and responsibility, reflect on their differences and

understand we are free to have different opinions, for example discussing in a

small group what they feel about transferring into Reception Class.

§ *Mutual respect and tolerance*, or treating others as you want to be treated

(through the prime areas of Personal, Social and Emotional Development, and

Understanding the World)

**-** Practitioners create an ethos of inclusivity and tolerance where views, faiths,

cultures and races are valued and children are engaged with the wider

community.

**-** Children should acquire tolerance, appreciation and respect for their own and

other cultures; know about similarities and differences between themselves

and others, and among families, faiths, communities, cultures and traditions.

**-** Practitioners encourage and explain the importance of tolerant behaviours,

such as sharing and respecting other’s opinions.

**-** Practitioners promote diverse attitudes and challenge stereotypes, for

example, sharing stories that reflect and value the diversity of children’s

experiences and providing resources and activities that challenge gender,

cultural or racial stereotyping.

§ *In our setting it is not acceptable to:*

**-** actively promote intolerance of other faiths, cultures and races

**-** fail to challenge gender stereotypes and routinely segregate girls and boys

**-** isolate children from their wider community

**-** fail to challenge behaviours (whether of staff, children or parents) that are not

in line with the fundamental British values of democracy, rule of law,

individual liberty, mutual respect and tolerance for those with different faiths

and beliefs

*Prevent Strategy*

Under the Counter-Terrorism and Security Act 2015 [we/I] also have a duty *“to have*

*due regard to the need to prevent people from being drawn into terrorism”*

**Legal framework**

The Equality Act (2010)

Children Act (1989) & (2004)

Children and Families Act (2014)

Special Educational Needs and Disabilities Code of Practice (2014)

This policy was adopted by

On

Date to be reviewed

Signed on behalf of the provider



Name of signatory

John Barker

Role of signatory (e.g. chair, director

or owner)

Chair

Priorslee Pre-school

8th January 2024

*(name of*

*provider)*

*(date)*

*(date)*

**Other useful Pre-school Learning Alliance publications**

§ Guide to the Equality Act and Good Practice (2015)

§ SEND Code of Practice 2014 for the Early Years (2014)

§ Where’s Dad? (2009)