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| Pavilion Pirates PreschoolBaden-Powell Lodge, Pavilion Road,Off Woodhouse Lane,Botley,SO30 2EZContact During Session:07769177701 | ***Registered Charity:1185950*** **2001-2021****20 Years*****Registered with Ofsted******Supported By******small for partnership publications*** |

**9.1 Valuing Diversity and Promoting Inclusion and Equality**

**Policy Statement**

We are committed to ensuring that our service is fully inclusive in meeting the needs of all children.

We actively promote inclusion, equality of opportunity and value diversity. All early years settings have legal obligations under the Equality Act 2010. Those in receipt of public funding also have public equality duties to eliminate discrimination, promote equality, foster good relations with individuals and groups with protected characteristics namely disability, race (ethnicity), religion and belief, sexual orientation, sex (gender), gender reassignment, age, pregnancy, and maternity, marriage and civil partnership. Settings also have obligations under the Prevent Duty (2015) which highlights the need to foster equality and prevent children from being drawn into harm and radicalisation.

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 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)
* 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 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 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 (where possible) to ensure that disabled children can participate successfully in the services and in the curriculum offered by 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 and 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.
* We monitor our application process to ensure that it is fair and accessible.

*Training*

* We seek out training opportunities for our staff and volunteers (where possible) 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:- Supporting children to become considerate adults.**

Children’s social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British Universal values. The EYFS supports children’s earliest skills in an age appropriate way to become social citizens, namely listen and attend to instructions, know the difference between right and wrong, recognise similarities and differences between themselves and others, make and maintain friendships, develop empathy and consideration of other people, take turns in play and conversation, risk taking behaviour’s, rules and boundaries, not to hurt/upset other people with words and actions, consequences of hurtful/discriminatory behaviour and regulating behaviour.

**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.,

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:

* 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.

*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.
* 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 regularly 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.

**Legal framework**

The Equality Act (2010)

Children Act (1989) & (2004)

Children and Families Act (2014)

Special Educational Needs and Disabilities Code of Practice (2014)

**Other publications**

* Guide to the Equality Act and Good Practice (2015)
* SEND Code of Practice 2014 for the Early Years (2014)

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**This policy was adopted by Pavilion Pirates Preschool CIO**

**On 21.07.2021**

**Date reviewed Every two years or as required**

**Signed on behalf of the provider**

**Name and Role of Signatory Linda Noble (Trustee/NI)**

**Signed on behalf of the provider**

**Name and Role of Signatory Helen Travers (Trustee)**

**REVIEW DATE 14.9.2025**