

Coniston Early Years Centre Policy Document

Safeguarding and Welfare Requirement: Special educational needs. Providers must have arrangements in place to support children with SEN or disabilities. Providers must implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.

Coniston Early
Years Centre



High Quality Care for All Children
A Firm Foundation for Education

9.1 Valuing diversity and promoting Equality

Policy Statement.

We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins, while others may be more removed from close kin, or may live with other relatives or foster carers. Some children have needs that arise from disability or impairment, or may have parents that are affected by disability or impairment.

Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors affect the well-being of children and can impact on their learning and attainment. Our pre school is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- Provide a warm welcome to all children, parents, carers and visitors and whenever possible greet them by name.
- Staff smile, invite visitors into the setting and talk to them with respect regardless of their gender, cultural or economic background. We adjust our procedures accordingly in cases such as pandemics and ensure we keep all families safe whilst still ensuring they feel welcomed.
- Include and value the contribution of all families to our understanding of equality and diversity;
- All adults and children are treated equally, however everybody will be respected as an individual.

- Provide positive non-stereotyping information about gender roles, diverse family structures, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- Challenge and eliminate discriminatory actions;
- Make inclusion a thread that runs through all the activities of the setting; and
- Foster good relations between all communities.

Procedures

Admissions

Our pre school is open to all members of the community.

- When necessary we advertise our pre school during local events.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We aim to provide information about our pre school in as many languages as possible, and will seek help from outside agencies in order to achieve this where necessary.
- We base our Admissions Policy on a fair system. (see separate Admissions Policy)
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Equality Policy.
- 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). These are:
 - Disability;
 - Race;
 - Gender reassignment;
 - Religion or belief;
 - Sex;
 - Sexual orientation;
 - Age;
 - Pregnancy and maternity; and - Marriage and civil partnership.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to disability.
- We develop an action plan to ensure that children with impairments can participate successfully in the services offered by the pre school and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents whether by:
 - 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 e.g. making assumptions about someone's sexual orientation because of their mannerisms or how they speak.
- 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

- Posts are advertised 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 a satisfactory DBS check. This ensures fairness in the selection process.
- All 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 staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures 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 the pre school encourages children to develop positive attitudes about themselves as well as to 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. If access to the pre school is found to treat disabled children less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- Making children feel valued and good about themselves and others;
- Ensuring that children have equality of access to learning;
- Encouraging all children to participate in activities on offer and to engage in all areas of the curriculum.
- The children are shown how to take responsibility for their actions and how to look after the equipment provided.
- 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 e.g. recognising the different learning styles of girls and boys.
- 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;
- Differentiating the curriculum to meet children's special educational needs;
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

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 ensure their full inclusion.
- Parents are encouraged to share everyday words in their language if they so wish so that they can be shared with all of the children.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

- We take positive action to encourage disadvantaged and under-represented groups to use the pre school.

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.
- 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 all members of a child's family to be involved in the setting.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation where applicable - to ensure 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 the overall aims to promote equality, inclusion and to value diversity.
- We provide a complaints procedure and a complaints summary record for parents and Ofsted to see.

Legal Framework

- The Equality Act (2010)
- Children Act (1989) and (2004)
- Special Educational Needs and Disability Act (2001)

Reviewed by

ManagerSarah Trussell..... Date19.2.26.....

StaffStaff Meeting Date22.7.25.....

TrusteesTrustee Meeting..... Date17.7.25.....