



STARLINGS PRESCHOOL

Inclusion – 2.1 Valuing diversity and promoting equality

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Policy Statement

Starlings Preschool works to ensure that our service is fully inclusive in meeting the needs of all children, staff and families, including those that arise from their ethnic heritage, social and economic background, gender, sexuality, ability or medical and educational needs. Our setting 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.
- include and value the contribution of all families to our understanding of equality and diversity.
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with additional needs, complex health conditions or impairments.
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- make inclusion a thread that runs through all of the activities of the setting.

Admissions

Our setting is open to all members of the community.



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- We advertise our service widely.
- 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 provide information in as many languages as possible.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, based on colour, ethnicity, religion or social background, such as being a member of a Travelling community or an asylum seeker.
- We do not discriminate against a child with a health condition or impairment or additional needs or refuse a child entry to our setting for reason relating to these needs or conditions.
- We do not prioritise admission of any gender.

Curriculum

The curriculum offered in the setting 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 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 develop an action plan to ensure that people with additional needs can participate successfully in the services offered by the setting and in the curriculum offered.
- We act against any discriminatory behaviour by staff, children or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be addressed.
- We encourage positive self esteem and confidence to build resilience to negative attitudes and intolerance and instead to have empathy for others.
- We ensure that children have equality of access to learning.
- We undertake an access audit to establish if the setting is accessible to all children.



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- We adjust the environment and resources to accommodate a wide range of learning, physical and sensory needs.
- We make appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities.
- We positively reflect the widest possible range of communities in the choice of resources;
- We avoid stereotypes or derogatory images or language in the selection of books or other visual materials.
- We celebrate a wide range of festivals.
- We create and support an environment of mutual respect and tolerance, supporting children's understanding of British Values under our PREVENT duty.
- We differentiate the curriculum to meet children's special educational needs.
- We teach children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- We ensure that the curriculum offered is inclusive of children with special educational needs and children with complex medical conditions or impairments.
- We ensure that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- We ensure that children speaking languages other than English are supported in the maintenance and development of their home languages.
- 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 review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion



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 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.

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 any applicants who meet the specified criteria.

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 checks by the Disclosure and barring service. 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.

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.



Guidance

Overview of legislation

<https://www.eyalliance.org.uk/legislation-0>

PREVENT duty.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

The Equality Act 2010

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

<https://www.gov.uk/rights-disabled-person/the-equality-act-2010-and-un-convention>

Children Act 1989, 2004

<https://www.legislation.gov.uk/ukpga/1989/41/contents>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/718179/Early_education_and_childcare-statutory_guidance.pdf

Special Educational Needs and Disability Code of Practice 2015

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Children and families Act 2014

<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

This policy was adopted by Starlings Preschool

On 6th September 2021

Date to be reviewed

Signed on behalf of the management committee

Name of signatory Tricia Hunt

Role of signatory Chairperson