1.11 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 one or two parents of the same or different 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 gender, religious or belief background.

We understand that these factors can affect the well-being of children and can impact on their learning and attainment.

1. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families using our setting. 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;
    - promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms
    - improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
    - make inclusion a thread that runs through all of the activities of the setting.

- Challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010) namely:
    - age;
    - gender;
    - gender reassignment;
    - marital status;
    - pregnancy and maternity;
    - race;
    - disability;
    - sexual orientation; and
    - religion or belief.

1.1 Our Special Educational Needs Coordinator (SENCo) is Helen Collins

Procedures

2. ***Admissions***

2.1 Our setting is open to all members of the community.

2.2 We advertise our service widely.

2.3 We reflect the diversity of our society in our publicity and promotional materials.

2.4 We provide information in clear, concise language, whether in spoken or written form.

2.5 We will try to provide information in as many languages as possible.

2.6 We base our admissions policy on a fair system.

2.7 We ensure that all parents are made aware of our equal opportunities policy.

2.8 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.

2.9 We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.

2.10 We develop an action plan to ensure that people with a disability can participate successfully in the services offered by the setting and in the curriculum offered.

2.11 We take action against any discriminatory, prejudice harassing or victimising behaviour by 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 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; - 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;
- 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)

2.12 We take action against any discriminatory behaviour by staff 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 dealt with in the strongest manner.

3. *Employment*

3.1 Posts are advertised and all applicants are judged against explicit and fair criteria.

3.2 Applicants are welcome from all backgrounds and posts are open to all.

3.3 We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.

3.4 The applicant who best meets the criteria is offered the post, subject to references and suitability checks. This ensures fairness in the selection process.

3.5 All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.

3.6 We monitor our application process to ensure that it is fair and accessible.

4. ***Training***

4.1 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.

4.2 We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.

4.3 We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

5. ***Curriculum***

5.1 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.

5.2 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;
- avoiding use of stereotypes or derogatory images within our books or any other visual materials;
- celebrating a wide range of festivals;
- 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;
- 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.

5.3 We 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 children;

• 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.

• fully differentiating the environment, resources and curriculum to accommodate a wide range of learning, physical and sensory needs.

6 ***Valuing diversity in families***

6.1 We welcome the diversity of family lifestyles and work with all families.

6.2 We encourage children to contribute stories of their everyday life to the setting.

6.3 We encourage parents/carers to take part in the life of the setting and to contribute fully.

6.4 For families who speak languages in addition to English, we will develop means to ensure their full inclusion.

6.5 We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

6.6 We take positive action to encourage disadvantaged and under-represented groups to use the setting

7 ***Food***

7.1 We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.

7.2 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.

8 ***Meetings***

8.1 Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.

8.2 We positively encourage fathers to be involved in the setting especially those fathers who do not live with the child

8.3 Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about and access to the meetings.

9 ***Monitoring and reviewing***

9.1 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.

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

10 ***Public Sector Equality Duty***

10.1 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.

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 at a meeting of	St Christopher's Playgroup	name of setting
Held on	September 2026	(date)
Date to be reviewed	September 2027	(date)
Signed on behalf of the management committee	KJCookes	
Name of signatory	Karen Cookes	
Role of signatory (e.g. chair/owner)	Manager	