

## **EQUALITY AND DIVERSITY**

### **Aims of this policy**

This policy aims to provide a framework within which the group will operate in order to:

- Provide a happy, safe, secure and inclusive environment which will support all children attending to realise their full potential. We believe in 'getting it right for every child' ensuring that all children are Safe, Healthy, Achieving, Nurtured, Active, Respected and Responsible and Included. (SHANARI)
- Actively promote equality and diversity by ensuring all children and families are welcome and have equal access to information and opportunities to enable them to participate fully in the Centre.
- Challenge any racist, sexist and all other discriminatory behaviour in both children and adults.

### **Section 1: Admissions**

We aim to be genuinely accessible to all children within the community regardless of locality, race, gender, status or religion.

We will do this by:

- Advertising the existence of the Centre within the Community.
- Welcoming children and young people who may require additional support.
- Adhering to our admissions policy which we will annually review.
- Accommodate, where possible, the needs of individual families and their children.

### **Sectin 2: Activities/Curriculum**

The curriculum/activities offered in our group will encourage children to participate in a variety of activities and provide opportunities to become aware of and respect a diversity of cultures and religions. We aim to provide an environment that is free from prejudice and discrimination.

We will do this by:

- Ensuring that children and young people feel valued and have high self esteem.
- Ensure communication is possible within the Centre, regardless of race/culture – when necessary advice will be sought from Highland Council’s ‘ Promoting Race Equality in Highland, Guidelines for Pre-School Centres and Nurseries.
- Ensure equal opportunities and access to all activities, visits and trips.
- Ensure plans reflect each individual child’s age and stage of development, gender, culture, ethnicity and home language.
- Celebrate a variety of festivals that reflect various cultures.
- Discourage children and adults from being hurtful towards others.
- Where possible, cater for those with disabilities or additional needs.

### **Section 3: Resources**

We will ensure that our resources positively and accurately reflect today’s society.

We will do this by:

- Ensuring equipment, toys, books and resources reflect diversity.
- Involving children in the decision making regarding which equipment to buy.
- Promote positive images of different races, cultures, gender, religion, social groups and disabilities with the Centre.
- Accessing to equality and diversity training for all staff.

### **Section 4: Health and Wellbeing**

We will work in partnership with parents to ensure that the medical, cultural and dietary needs of all children and adults are met and that awareness of differences is appreciated.

We will do this by:

- Helping young people learn about a range of foods, cultures and cultural approaches.
- Introduce different foods throughout the year, alongside festival times.
- Allergies and dietary needs will be noted on enrolment forms and all staff will be made aware of these.
- Cultural preferences should be noted on the child's enrolment form and cultural preferences will be respected and accepted.

### **Section 5: Valuing Diversity in the family as a whole; communication and information-sharing**

We recognise that the North of Scotland is no longer an area of mono-culture therefore our group will take into account the diverse nature of family make up in today's society including extended families where appropriate. Our group will consider how best to meet the individual needs of users including financial, language, gender and cultural requirements and make efforts to accommodate these when sharing information.

We will do this by:

- Ensuring information is available to all Service users – where necessary this will be done by using translated materials or pictorial representation.
- Family members will be encouraged to share information about their cultures and backgrounds and will be made welcome in the group.
- Information relating to the Centre will be accessible to the community as a whole.
- Timing and location of events within the Centre will take disabilities, transport and language barriers into account.

### **Section 6: Employment**

We will ensure that our policies relating to employment are fair, clear and consistent.

We will do this by:

- Ensuring a clear policy for recruitment is in place and all staff complete a PVG.

- Posts will be widely advertised and all applications judged against consistent, clear and fair criteria.
- The Centre has a flexible working policy.
- All staff will be aware of the equality and diversity policy.
- All employees will be aware of the Centre's disciplinary and grievance procedures and these will be implemented consistently and fairly.

### **Section 7: Staff Training**

All staff and volunteers will have opportunities to develop their knowledge and skills appropriately.

We will do this by:

- Staff will be made aware of the Equality and Diversity policy.
- Staff will access appropriate training to develop anti-discriminatory and inclusive practices to allow all children to flourish.
- All staff will have the right to access appropriate training to continue their professional development – this will be achieved through discussions at inductions, supervision meetings and appraisals.

### **Section 8: Monitoring and Review of Policy and Practice**

We will monitor and evaluate our practice with regard to equality and fairness by

- The Equality and Diversity policy will be implemented through planning, observations of practice and procedures both indoors and outdoors.
- Early Years Practitioners and Management will be the overall responsibility for ensuring the policy is adhered to.

- We will use How Good is our Early Learning & Childcare as part of our on going self evaluation.

These will be:

1.3 Leadership of change

2.5 Family Learning

2.6 Transitions

2.7 Partnerships

3.1 Ensuring well – being, equality and inclusion

Date last reviewed Jan 2019

Date of next review Jan 2020

Signature \_\_\_\_\_

Designation \_\_\_\_\_