

Harrold Pre-School Policies



Inclusion, Equality and Valuing Diversity Policy

Designated Equal Opportunities Person - Sam Bates

Designated SENCO - Georgie Markham

We believe that Harrold Pre-School must actively promote equal opportunities for all and develop an appreciation of differing cultures, customs and beliefs. Harrold Pre-School must be equally available to all children and families, and those who wish to work in or volunteer to help with Pre-School, subject to our Internal Staff, Volunteers, Students and Parents policy, and they must be afforded the same care and treatment.

Objectives

- Awareness and knowledge of barriers to inclusion. These include active discrimination as well as covert discrimination on the grounds of:
 - ✓ Colour ('race'), ethnicity, culture and religion
 - ✓ Gender
 - ✓ Sexual orientation
 - ✓ Impairment
 - ✓ Social status
- Understanding, through training and staff development, the causes and effects of discrimination and how staff can ensure that childcare practice is inclusive.
- Developing inclusive practice that includes:
 - ✓ Devising and following a policy on inclusion with a statement of intent that applies to day-to-day practice including resources, activity programme and curriculum, assessment, recognition of special educational needs and developing inclusive relationships
 - ✓ Recruitment of staff to reflect cultural and language diversity, and staff of both gender
 - ✓ Understanding, supporting and promoting the importance of identity for all children, recognising that this includes colour ('race') and ethnicity, gender, difference of ability, social class, language, religion and family lifestyle, which combine uniquely in the identity of each individual
 - ✓ Promoting a welcoming atmosphere that genuinely values different cultural perspectives, without stereotyping cultures and traditions, on raising children by involving parents at all levels
 - ✓ Welcoming and promoting bi/multi-lingual speaking
 - ✓ Promoting gender equality, while at the same time recognising differences in 'learning styles' of girls and boys to promote equal achievement
 - ✓ Developing the role of the Special Educational Needs Co-ordinator to ensure that the special educational needs of children are identified and met in conjunction with the code of practice January 2015
 - ✓ Creating an ethos within which staff work confidently, within a culturally complex environment; learning when to change or adapt practice in the setting and having the confidence to challenge parental practice that is not in the child's best interest, seeking support and intervention from agencies where appropriate

- ✓ Challenging discrimination as it occurs from children, parents, staff or outside agencies or individuals that affect the well-being of the provision community
- ✓ Being aware of anti-discriminatory legislation and able to use it to shape the service and support parents and children against discrimination in the local community – e.g. against asylum seekers or travellers

Inclusion, Equality and Valuing Diversity Procedure

- Harrold Pre-School will promote inclusion, equality of opportunity and the valuing of diversity
- The Pre-School will promote positive self-image and self-esteem for all children by treating each child as an individual and with equal concern, ensuring each child's developmental and emotional needs are recognised and met.
- The Pre-School will challenge discrimination where it impacts on a child, family or staff member.
- The Pre-School will promote positive mixed gender, culturally and linguistically diverse staff who work constructively together in providing for diverse communities.

The Pre- School will:

- ✓ Discuss aspects of identity with parents when settling in a new child
- ✓ Use positive language with children to talk about skin colour, hair texture, physical attributes, different ability, languages spoken (including signing) and gender attributes
- ✓ Become knowledgeable about different cultures and will reflect them imaginatively and creatively in the setting to create pride and interest
- ✓ Celebrate festivals authentically through involving parents, staff or the wider community to provide a positive experience for all children
- ✓ Provide books with positive images of children from all backgrounds and abilities, and where racial features are portrayed with sensitive accuracy. Stories will reflect a mix of children from all backgrounds; the central character/s will be of both genders, from a range of backgrounds and be positively reflected so that their story can be identified with by a child of any background
- ✓ Provide visual materials, such as posters and pictures that provide positive images of people, places and cultures and gender roles that are within children's range of experience
- ✓ Use textiles, prints, sculptures or carvings from diverse cultures in displays in the setting
- ✓ Provide artefacts from a range of cultures, particularly for use in the home corner
- ✓ Ensure that toys and learning materials reflect diversity and provide resource material for exploring aspects of difference, such as skin tone paints and pens
- ✓ Develop a range of activities in which children can explore aspects of their identity, explore differences and develop empathy. These can include:
 - 1) Provision of mirrors
 - 2) Photograph albums and displays about children's families
 - 3) Food activities – tasting and cooking
 - 4) Use of textiles and artefacts in the room, and to handle and explore, that demonstrate valuing of the cultures from which they come
 - 5) Home corner play that reflects domestic articles from diverse cultures; providing dolls of different colours and both gender
 - 6) Use of a variety of music to play to children of different genres and cultural styles with a variety of musical instruments for children to access
 - 7) A language and literacy area with a variety of books, some with dual language texts, involving parents in the translation where possible

- 8) Examples of writing in other scripts from everyday sources such as papers and magazines, packaging etc.
- 9) Children's names written on cards in English as well as in their home language script where appropriate
- 10) Labels for children's paintings or other work are made with their name in English and home language script (parents can help with this)

- ✓ Keep records that included references to children's identity and self-concept as well as their attitudes towards difference, when talking about their personal, social and emotional development
- ✓ Keep records that refer to children's emerging bilingual skills, or their use of sign language, as achievements in positive terms
- ✓ Keep records that refer to children's differing abilities in positive terms
- ✓ Keep records that show the relevant involvement of children with special educational needs in the planning of their care and education

- Allegations of discriminatory remarks or behaviour are treated seriously. However, young children are learning how to grow up in a diverse world and develop appropriate attitudes. This is difficult and they will make mistakes; they will pick up inappropriate attitudes or just get the 'wrong idea' that may underlie attitudes of 'pre-prejudice'.
- Where children make such remarks or behave in a discriminatory way, or make inappropriate comments that arise from not knowing facts, staff will offer explanations about why what they said is wrong, and will provide appropriate information. Children will be supported in their learning and will not be made to feel uncomfortable about making mistakes.
- Where children make overtly discriminatory remarks they will be dealt with as above, but the issue will be raised with the parents.
- Parents will be expected to abide by the policy for inclusion, diversity and equality and to support their child in the aims of the setting.
- Where a parent makes discriminatory remarks to staff at any time, or to other persons while on the premises, this will be recorded on the child's file and will be reported to the Leader. The policy will be explained and the parent asked to comply while on the premises. Parents will be given the chance to amend their behaviour and an 'escalatory' approach taken with those who continue to make discriminatory remarks or engage in discriminatory behaviour. The second stage will comprise a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in discriminatory ways; the third stage might be considering the child's place to be withdrawn.
- If the behaviour involves violence or threats of violence, the Leader will refer to the procedure for managing violent incidents. The police will be called and a review of the child's place will be taken.
- The leader will follow the Pre-School's procedure for managing cases of alleged discriminatory remarks or behaviour by a member of staff.
- Where the Pre-School suffers extreme racist behaviour from an organised group, gang or individuals external to the setting, it will be reported to the police immediately with full written statements made by all staff that witness it and will be recorded in the incident record book.
- The Pre-School recognises that members of staff in diverse teams bring a range of views and opinions to the setting regarding a range of issues to do with the job. It is important that a range of views and perspectives are shared and respected in staff meetings.
- Staff's views will be sought where these offer cultural insight, although staff must not be put in an uncomfortable position of being an 'expert' or 'ambassador'.

- Staff will make the best use of different cultural perspectives in the team to find solutions to difficult problems that arise in culturally complex situations.
- Staff will support each other and respect differences, agreeing to disagree amicably at times.
- Staff of both sexes will carry out all tasks according to their job description – there are no jobs that are designated men’s or women’s jobs.
- Staff will be sensitive to the fact that male workers may be vulnerable to allegations and will develop work practices to minimise this. These practices are valuable for all staff.
- Where staff may feel threatened, or under attack, from discriminatory behaviour, staff and leaders will provide tangible support to reduce vulnerability.
- There is an ethos wherein staff, parents and children are free to express their cultural selves and speak their own languages in ways that enhance the culture of the setting.