EQUALITIES: VALUING DIVERSITY AND PROMOTING EQUALITY AND INCLUSION

Policy statement

At Abington pre-school we are committed to ensuring that we provide a welcoming, safe and caring environment, fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. 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 disabilities,
• 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 joint setting.

Rights of the Child


Article 2 (Non-discrimination): The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn’t matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

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Article 5 (Parental guidance): Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly. Helping children to understand their rights does not mean pushing them to make choices with consequences that they are too young to handle. Article 5 encourages parents to deal with rights issues "in a manner consistent with the evolving capacities of the child". The Convention does not take responsibility for children away from their parents and give more authority to governments. It does place on governments the responsibility to protect and assist families in fulfilling their essential role as nurturers of children.

Article 6 (Survival and development): Children have the right to live. Governments should ensure that children survive and develop healthily.

Article 8 (Preservation of identity): Children have the right to an identity – an official record of who they are. Governments should respect children’s right to a name, a nationality and family ties.

Article 10 (Family reunification): Families whose members live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

Article 11 (Kidnapping): Governments should take steps to stop children being taken out of their own country illegally. This article is particularly concerned with parental abductions. The Convention’s Optional Protocol on the sale of children, child prostitution and child pornography has a provision that concerns abduction for financial gain.

Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account. This does not mean that children can now tell their parents what to do. This Convention encourages adults to listen to the opinions of children and involve them in decision-making -- not give children authority over adults. Article 12 does not interfere with parents’ right and responsibility to express their views on matters affecting their children. Moreover, the Convention recognizes that the level of a child’s participation in decisions must be appropriate to the child’s level of maturity. Children’s ability to form and express their opinions develops with age and most adults will naturally give the views of teenagers’ greater weight than those of a pre-schooler, whether in family, legal or administrative decisions.

Article 14 (Freedom of thought, conscience and religion): Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should help guide their children in these matters. The Convention respects the rights and duties of parents in providing religious and moral guidance to their children. Religious groups around the world have expressed support for the Convention, which indicates that it in no way prevents parents from bringing their children up within a religious tradition. At the same time, the Convention recognizes that as children mature and are able to form their own views, some may question certain religious practices or cultural traditions. The Convention supports children’s right to examine their beliefs, but it
also states that their right to express their beliefs implies respect for the rights and freedoms of others.

Article 15 (Freedom of association): Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.

Article 16 (Right to privacy): Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 17 (Access to information; mass media): Children have the right to get information that is important to their health and well-being. Governments should encourage mass media – radio, television, newspapers and Internet content sources – to provide information that children can understand and to not promote materials that could harm children. Mass media should particularly be encouraged to supply information in languages that minority and indigenous children can understand. Children should also have access to children’s books.

Article 20 (Children deprived of family environment): Children who cannot be looked after by their own family have a right to special care and must be looked after properly, by people who respect their ethnic group, religion, culture and language.

Article 21 (Adoption): Children have the right to care and protection if they are adopted or in foster care. The first concern must be what is best for them. The same rules should apply whether they are adopted in the country where they were born, or if they are taken to live in another country.

Article 22 (Refugee children): Children have the right to special protection and help if they are refugees (if they have been forced to leave their home and live in another country), as well as all the rights in this Convention.

Article 23 (Children with disabilities): Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.

Article 25 (Review of treatment in care): Children who are looked after by their local authorities, rather than their parents, have the right to have these living arrangements looked at regularly to see if they are the most appropriate. Their care and treatment should always be based on “the best interests of the child”.

Article 29 (Goals of education): Children’s education should develop each child’s personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents. The Convention does not address such issues as school uniforms, dress codes, the singing of the national
anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention.

Article 30 (Children of minorities/indigenous groups): Minority or indigenous children have the right to learn about and practice their own culture, language and religion. The right to practice one’s own culture, language and religion applies to everyone; the Convention here highlights this right in instances where the practices are not shared by the majority of people in the country.

Article 39 (Rehabilitation of child victims): Children who have been neglected, abused or exploited should receive special help to physically and psychologically recover and reintegrate into society. Particular attention should be paid to restoring the health, self-respect and dignity of the child.

**Legal framework for this policy**

- Equality Act 2010
- Human Rights Act 1998
- Race Relations Act 1976, Race Relations (Amendment) Act (RRAA) 2000
- Sex Discrimination Act 1976, 1986
- Special Educational Needs and Disability Act (SENDA) 2001

**Procedure**

**Admissions:**

- Our setting is open to all members of the community.
- 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 would provide information in as many languages and formats (i.e. braille) as possible if required.
- 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 joint setting, on the basis of colour, ethnicity, gender, religion or social background, such as a member of the travelling community or an asylum seeker.
- We ensure that all children are valued, irrespective of their race, colour, nationality or ethnicity.

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We encourage individuals to treat each other with respect, regardless of their race, colour, nationality or ethnicity

We acknowledge the existence of racism in society and take steps to promote good relations between different ethnic groups and cultures within the joint setting and the wider community

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 people with disabilities can participate successfully in the services and the curriculum offered by Abington pre-school. We would provide reasonable adaptations and available staff to provide additional support if required.

We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, threatening behaviour or physical assault are unacceptable on or around the premises and will be dealt with in the strongest manner.

**Employment:**

- Posts are advertised in a variety of media sources and outlets, and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all people over the age of 17 (Ofsted requirement).
- As a setting we follow ACAS guidelines to prohibit any kind of discrimination and harassment;
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service (formally Criminal Records Bureau). 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.

**Staff and Training:**

- We seek out training opportunities for all 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 promoting equality, valuing diversity and inclusion.
- The staff follow our equalities guidance in their day-to-day activities. We encourage and support staff to act as positive role models to children by displaying and promoting tolerant and respectful behaviour, language and attitudes. We will challenge and investigate any allegation of discrimination or harassment.

- Our designated person (ENCO) who co-ordinates Equalities: Zoë Ralinovski-Hoare in pre-school and GAPs.

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Abington pre-school 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.

Accommodating needs:

Our environment is as accessible as possible for all visitors and service users. If access to the join setting is found to treat children and adults with disabilities less favourably then we make reasonable adjustments to accommodate the needs of adults and children with disabilities. We do this by:

- making children feel valued and good about themselves
- 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 pre-school 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 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
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable
- ensuring that children learning English as an additional language have full access to pre-school curriculum and resources and are supported in their learning and play
- ensuring that children have equality of access to learning
- differentiating the curriculum and resources to meet children’s special educational needs
- ensuring that the curriculum and resources offered are inclusive of children with special educational needs and children with disabilities.

Resources:

These have been and will be chosen to give children a balanced view of the world and an appreciation of the diversity of our multi-cultural society. Materials will be selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and by using images and words which reflect positively the contribution of all members of society.

August 2017
Valuing diversity in families:

At Abington pre-school we:

- welcome the diversity of family lifestyles and work with all families.
- encourage children to share stories of their everyday life in pre-school.
- encourage parents/carers to take part in the life of pre-school and to contribute fully.
- Will develop, for families who speak languages in addition to English, means to ensure their full inclusion.
- offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

Food:

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

Committee Meetings:

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the joint setting.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation (if required) - to ensure that all parents have information about and access to the meetings.

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 written complaints procedure.

ADOPTION AND ANNUAL REVIEW OF THE POLICY

August 2017
This policy was adopted at a meeting of: **Abington Annexe (Pre-School, GAPS and AAS)**

Signed on behalf of the Management Committee / Proprietor:

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August 2017