

## 3- Promoting Inclusion, Equality and Valuing Diversity

**Aim:** We are committed to inclusion, equality and diversity throughout Woodentops and include all children whatever their needs where possible.

### The Legal Frameworks we must follow

- UN Convention of Rights of a Child July 2022 - <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>
- The Equality Act 2010 (Updated June 2024) - <https://www.gov.uk/guidance/equality-act-2010-guidance>
- The Prevent Duty 2015 (updated 2024) - <https://www.gov.uk/government/publications/prevent-duty-guidance>
- Fundamental British Values- <https://www.family.co/blog/british-values-in-the-early-years-what-you-need-to-know>
- Special Education Needs Guidance 2014 (Updated sept 24) - <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### Promoting identity, positive self-concept and self-esteem

- Promoting inclusive practice to ensure every child is welcomed and valued.
- Discussing aspects of family/child identity with parents/carers when settling in a new child.
- Maintaining a positive non-judgemental attitude and use of language with children to talk about topics such as family composition/background, eye and skin colour, hair texture, sex, gender, physical attributes and languages spoken (including signing).
- Becoming knowledgeable about different cultures, and individual subjective perceptions of these and being able to reflect them imaginatively and creatively in the setting to create pride, interest and positive self-identity.
- Discussing similarities and differences positively without bias and judgement.
- Celebrating festivals, holy days and special days authentically through involving parents, staff or the wider community to provide a positive experience for all.
- Providing books with positive images of children and families from all backgrounds and abilities.
- Providing visual materials, such as pictures that provide non-stereotypical images of people, places and cultures and roles that are within children's range of experience.
- Using textiles, prints, sculptures or carvings from diverse cultures in setting.
- Providing artefacts from a range of cultures, particularly for use in all areas of the setting.
- Ensuring toys, learning materials and resources reflect diversity and provide relevant materials for exploring aspects of difference, such as skin tone paints and pens.
- Developing a range of activities through which children can explore aspects of their identity, explore similarities, differences and develop empathy including:
  - self-portraits, photograph albums and displays showing a range of families
  - books about 'me' or my family
  - food activities, such as tasting and cooking, creating real menu additions
  - activities about real celebrations such as new babies, weddings, cultural and religious events
  - use of textiles and secular artefacts in the room, and to handle and explore, that demonstrate valuing of the cultures from which they come
  - creative use of textiles
  - provide mirrors at different heights for all children
  - use a variety of musical instruments for all to use to create a range of music.
  - creating an art and mark making area with a variety of materials from other countries
  - home corner play which encourages all children to equally participate and provides domestic articles from diverse cultures
  - 'dressing up' materials which promote non-gendered roles and enable children to explore different gender identities/gender neutrality
  - providing dolls that sensitively and accurately portray difference such as disability and ethnicity

- 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
- a variety of books, some with dual language texts and signs, involving parents in the translation where possible
- examples of writing in other scripts from everyday sources such as papers and magazines, packaging etc. children's names written on cards in English as well as in their home language script where appropriate
- conversations with young children which explore unfamiliar objects and subjects to help foster an understanding of diversity and identity such as spectacles or hearing aids, religious and cultural practices
- Practice that shows children's emerging bilingual skills or their use of sign language as achievements in positive terms.
- Practice that shows children's differing abilities and identities in positive terms.
- Practice that shows the involvement of all children, especially children with special educational needs and disabilities, those using English as an additional language and those who are 'more able' in the setting.

### **Meeting Children's Physical Needs**

- Woodentops is based in a building on one level with ramps to the entrances children use.
- All staff are Paediatric First Aid trained and redo their training every three years.
- We use the expertise of Occupational therapists and physiotherapists to support us with the children.
- Risk assessments are used to ensure everyone's safety.

### **Fostering positive attitudes and challenging discrimination.**

- Children are learning how to grow up in a diverse world and develop appropriate attitudes. We support their cultural development by challenging inappropriate attitudes or behaviour and provide appropriate information to reinforce their understanding and learning.
- Any prejudicial / swearing or discriminatory remarks they are challenged, and the issue is raised with the parents/carers.
- When children wish to explore aspects of their identity such as ethnicity or gender, they are listened to in an understanding and non-judgemental way.
- Parents/carers are expected to abide by the policy for inclusion, diversity and equality and to support their child in the aims of the setting.

### **Staff.**

- The Equality act is followed during recruitment, employment, promotion and training.
- Staff must model inclusive behaviour, value diversity and ensure equality for all children, parents and their colleagues.
- Staff bring a range of views and opinions to Woodentops, staff are encouraged to share these views with staff and management.
- Equality, diversity and inclusion training is ongoing throughout staff 's time at Woodentops.
- We encourage staff, parents/carers and children to express themselves and speak their own languages when at Woodentops.

### **Identifying and removing barriers.**

- Barriers may include:
  - lack of understanding - where the language spoken at the setting is not that which is spoken at a child's home
  - perceived barriers – affordability where parents/carers are not aware of financial support available or assume that a service is not available to them. Perceived barriers may also be physical barriers for those children or parents with a disability or additional needs where they assume, they will not be able to access the service
  - physical barriers – where there are environmental features which stop a disabled child or disabled parent accessing the setting such as stairs
  - negative attitudes – stereotypes and prejudices or commitment by staff and managers to the time and energy required to identify and remove barriers to accessibility

- unconscious and conscious bias of staff towards some families such as those from other backgrounds, disabled parents/carers, same sex parents/carers and families with specific religious beliefs
- gendered views of staff which limit children's aspirations and choices
- misconceptions such as disabled children should not attend settings during a pandemic due to heightened risk
- lack of effective Information Communication Technology (ICT) in the homes of families who are vulnerable or at risk and therefore unable to keep in close contact with the childcare provider
- Staff are aware of the different barriers to inclusion and equality and consider the wider implications for children and their families.

### **Supporting children to become considerate adults**

Children's social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and Universal values.

The EYFS supports children's earliest skills in an age appropriate way to become social citizens, namely

- listen and attend to instructions;
- know the difference between right and wrong;
- recognise similarities and differences between themselves and others;
- make and maintain friendships; develop empathy and consideration of other people;
- take turns in play and conversation;
- risk taking behaviours, rules and boundaries;
- not to hurt/upset other people with words and actions;
- consequences of hurtful/discriminatory behaviour and regulating behaviour.

We use Magic 1,2,3 <https://www.123magic.com/parenting-tips/what-is-123-magic.html> to support children learning boundaries and rules.

### **British values**

*Democracy:* making decisions together

- For self-confidence and self-awareness (PSED), we encourage children to see the bigger picture, children know their views count, value each other's views and values and talk about feelings e.g. when they do or do not need help.
- Supporting the decisions children make and providing activities that involve turn-taking, sharing and collaboration. We give children opportunities to develop enquiring minds, where questions are valued and prejudice attitudes less likely.

*Rule of law:* understanding rules matter (PSED)

- Staff ensure children understand theirs and others' behaviour and consequence.
- Staff work with children to create rules and codes of behaviour and use Magic 1,2,3 <https://www.123magic.com/parenting-tips/what-is-123-magic.html> to support their learning.

*Individual liberty:* freedom for all (PSED & UW)

Children should develop a positive sense of themselves.

- Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, exploring facets of their own identity, talking about their experiences and learning.
- Staff encourage a range of experiences, allow children to explore the language of feelings and responsibility, reflect on differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

*Mutual respect and tolerance:* treat others as you want to be treated (PSED & UW)

- Staff create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued, and children are engaged with the wider community.
- Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves, others and among families, faiths, communities, cultures and traditions.
- Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staff promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural/racial stereotyping.

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