

Valuing diversity and promoting inclusion and equality

Policy statement

At Harvey Bears we recognize that children and their families come from a wide range of backgrounds with individual needs, beliefs and values. They may grow up in family structures that include one or two parents of the same or different gender. Children may have close links or live with extended families including grandparents, aunts, uncles or cousins. Other children may be more removed from close kin, or may live with other relatives or foster parents.

We are committed to anti-discriminatory practice to promote equality of opportunity and we value diversity for all children and families who use our setting.

We aim to;

- Promote equality and value diversity within our setting.
- We try to foster good relations with the local community.
- We actively include all families and value the positive contribution they make to our setting.
- We promote a positive. Non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms.
- We provide a secure and accessible environment in which every child feels safe and equally included.
- We complete training to improve our knowledge and understanding of issues relating to anti-discriminatory practice.
- We challenge and eliminate discrimination connected with; - age, gender, gender reassignment, sexual orientation, marital status, pregnancy, race, disability, religion or belief.

Procedures

Admissions

Harvey Bears is open and accessible to all members of the community.

- We base our Admissions policy on a fair system.
- We do not discriminate against a child, or their family, in our setting provision.
- We advertise our setting widely.
- We provide information in clear, concise language, whether in spoken or written form and wherever possible in other languages.
- We reflect the diversity of our community and wider society in our publicity and promotional materials.
- We provide information on our offer of provision for children with special educational needs and disabilities.

- We ensure that all parents/carers are aware of our Valuing diversity and promoting inclusion and equality policy.
- We make reasonable adjustments to ensure that children with special educational needs and disabilities can participate in the setting and activities provided.
- We take action against any discriminatory prejudice, harassing or victimizing behaviour by our staff volunteers or parents by:-
 1. Direct Discrimination. Someone who is treated less favourably because of a protected characteristic eg ethnicity.
 2. Indirect discrimination. Someone who is affected unfavourably by a general policy.
 3. Discrimination arising from a disability.
 4. Association. Discrimination against someone who is associated with a person with a protected characteristic.
 5. Perception. Discrimination on the basis that it is thought someone has a protected characteristic.

We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country. (xenophobia).

We will not tolerate any display of openly discriminatory xenophobic and offensive or threatening materials, name calling or threatening behaviour.

We offer children funded places, providing they fulfil the government requirements. This funding is for 38 weeks of the year.

If a situation arises that we are oversubscribed at Harvey Bears we use the following criteria to allocate spaces.

- Looked after children. For the definition of looked after children consult the Looked After Children policy.
- Children with additional needs, physical, emotional, social or intellectual.
- Children with siblings already in the setting. This would include half siblings, adopted siblings, or a child of a parent/carers partner. All siblings must live at the same address.

Employment

- We advertise posts and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- The applicant who best meets the criteria is offered the post, subject to references and DBS checks.
- All our job descriptions include a commitment to promoting equality and recognizing and respecting diversity as part of their specifications.

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

Training

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices.
- We ensure that staff and volunteers are confident in administering medication and performing care procedures on children where they are required.
- We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.

Curriculum and Activities.

The curriculum we offer encourages children to develop positive attitudes about themselves as well as about people who are different from themselves. It encourages development of confidence, positive self-esteem, empathy, critical thinking and reflection.

We ensure our practice is fully inclusive by :-

- Creating an environment of mutual respect and tolerance.
- Being flexible about patterns of attendance to accommodate the different needs of families.
- Modelling desirable behaviour to children by helping children realise that discriminatory behaviour and remarks are hurtful and unacceptable.
- Positively reflecting the widest possible range of communities within our resources.
- Avoiding use of stereotypes or derogatory images within books or any other visual materials.
- Celebrating a variety of different celebrations and holy days.
- Ensuring that all children with English as an additional language have full access to the curriculum and are supported in their learning.
- Ensuring that disabled children with or without special educational needs are fully supported.
- Ensuring that children speaking languages, other than English, are supported in the use of their own languages.

We will ensure that the setting is 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 disabled children and adults.
- Fully differentiating the environment, resources and curriculum to accommodate a wide range of learning, physical and sensory needs.

Valuing Diversity in Families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to share stories of home life and family.
- We encourage all families to take part in the life of the setting and to contribute fully.
- For families who speak languages other than English we develop means to encourage their full inclusion.
- We offer a flexible payment system for families experiencing financial difficulties and where possible offer financial advice.
- We take positive action to encourage disadvantaged and underrepresented groups to use the setting.

Food

- We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met wherever possible.
- 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.

Meetings

- Meetings are arranged to ensure that all families who wish to become involved in the running of the setting are able to.
- We positively encourage all fathers to be involved in the setting even if they don't live with the child.
- Information about meetings is communicated in a variety of ways written, verbal and where resources allow in translation.

Monitoring and reviewing

- So that our policies and procedures remain effective we monitor and review them annually.
- We provide a complaints procedure and a complaints summary record for parents to see.