



Equality and Diversity Policy

Auchinairn EYC works in accordance with all relevant legislation, including

- Disabled Persons Acts 1958, 1986
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Children Act 1989, 2004
- Disability Discrimination Act 1995, 2005
- The Equality Act 2010
- Special Educational Needs and Disability Act 2001

We believe that the centre's activities should be open to all children and families and to all adults committed to their welfare. We aim to ensure that all who wish to work in, or volunteer to help with, our nursery have an equal chance to do so. We will ensure that our service is 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.

Our practice is underpinned by National Care Standards, How Good is our Early Learning and Childcare Centre, Realising the Ambition, Curriculum for Excellence and Pre Birth to Three.

Admissions

The nursery has clear admission policy

- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in different languages if required.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a Travelling community or asylum seeker.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.
- We ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displays of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.
- Families joining the EYC are made aware of our equality and diversity policy.

Families



The EYC recognises that many types of family successfully love and care for children and that the parent is the child's first educator.

We will always treat all children and their parents/carers with equal concern and value.

We welcome the diversity of family lifestyles and work with all families.

We encourage children to contribute stories of their everyday life to the setting.

For families who speak English as an additional language, we will develop means to ensure they are fully included.

The Curriculum/Environment

All children will be respected and their individuality and potential recognised, valued and nurtured. The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people that are different to themselves. It encourages children to empathise with others and to begin to develop skills of critical thinking. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

Resources

These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-racial society.

Materials will be selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people. We work with outside agencies within the East Dunbartonshire Early Years Team to ensure equality and diversity is implemented and maintained in the EYC.

Environment

Our environment is as accessible as possible for all visitors and service users

We do this by:

- Children and adults being warmly welcomed into the EYC.
- Making children feel valued and good about themselves.
- Ensuring that children have equality of access to learning.
- Making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments.
- Making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities.
- Positively reflecting the widest possible 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
- Differentiating the curriculum to meet children's special educational needs.



- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Ensuring that the curriculum offered is inclusive of children with additional support needs and children with disabilities.
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Festivals

Our aim is to show respectful awareness of all major events in the lives of the children and families in the EYC, and in our society as a whole, and to welcome the diversity of backgrounds from which they come.

- Without indoctrination in any specific faith, children will be made aware of the festivals which are being celebrated by their own families or others and will be introduced where appropriate to the stories behind the festivals.
- Before introducing a festival with which the adults in the EYC are not familiar, appropriate advice will be sought from people to whom that festival is a familiar one.
- Children and families who celebrate at home festivals with which the rest of the EYC is not familiar will be invited to share their festival with the rest of the group, if they themselves wish to do so.
- Children will be encouraged to welcome a range of different festivals, together with the stories, celebrations and special food and clothing they involve, as part of the diversity of life.

Additional Support Needs

The EYC recognises the wide range of needs of children and families in the community and will consider what part it can play in meeting these needs.

We make inclusion a thread that runs through all of the activities of the setting.

We monitor activities on a regular basis to ensure that every child has freedom of choice, time for discovery and support them when it is necessary.

Discriminatory behaviour/remarks

These are unacceptable in the EYC. We will challenge any offensive behaviour, language or attitudes with regards to race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation and disability.

The response will aim to be sensitive to the feelings of the victim/s and to help those responsible to understand and overcome their prejudices.



Language

Information, written and spoken, will be clearly communicated in as many languages as necessary.

Bilingual/multilingual children and adults are an asset. They will be valued and their languages recognised and respected in the EYC.

Food

We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met at our snack and lunch time.

Monitoring and Reviewing

To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies met the overall aims to promote equality, inclusion and valuing diversity.

We provide a complaints procedure and a complaints summary record for parents to see.

We review our practices to ensure that we are fully implanting our policy for promoting equality, valuing diversity and inclusion.

Care Standards: 1.1, 1.2, 1.3, 8.1, 8.2, 8.3, 11.1, 12.1

Realising the Ambition: 2.1 2.2 2.3 3.1 3.2

HGIOELC: 2.4 2.5 3.1 3.2

This policy has been reviewed and updated in consultation with staff and parent/carers.

Signed: J Brady

March 2021