

Equality and Diversity Policy

Marlborough House Nursery School is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families.

We aim to provide a secure environment in which all our children can flourish and in which all contributions are valued. Provide positive non-stereotyping environment that respects gender roles, diverse ethnic and cultural groups and people with disabilities.

Always discussing with staff in meetings our values and our intentions to support our ethos whilst always improving our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity through staff training.

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

The legal framework for this policy is:

- Race Relations Act 1976;
- Race Relations Amendment Act 2000;
- Sex Discrimination Act 1986;
- Children Act 1989; and
- Special Educational Needs and Disability Act 2001.

Admissions

Our setting is open to all members of the community.

We advertise our service widely.

We provide information in clear, concise language, whether in spoken or written form.

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 any child or their family, or prevent entry to our setting.

Curriculum

The curriculum offered in the setting 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.

We do this by:

- Making children feel valued and good about themselves;
- Ensuring that children have equality of access to learning;
- Recognising the different learning styles of girls and boys, 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;
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- Ensuring that the curriculum offered is inclusive of children with special educational 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.

Valuing diversity in families

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.

We encourage parents/carers to take part in the life of the setting and to contribute fully.

For families who speak languages in addition to English, we will develop means to ensure their full inclusion.

We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

Other needs

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

We help children to learn about a range of food and about cultural approaches to mealtimes and eating, and to respect the differences among them, through our daily learning experiences.

Also see Special Educational Needs Policy.

Policy reviewed – 1st August 2017

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