



9.1 Valuing Diversity & Promoting equality

Policy Statement

Meadow Nursery School is fully inclusive in meeting the needs of all children. The nursery school recognises that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures. Some children have close links with extended families of grandparents, aunts, uncles and cousins; while others may be more removed from close kin, or may live with other relatives or foster carers.

Some children have needs that arise from disability or impairment, or may have parents that are affected by disability or impairment. Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

The nursery school understands that these factors affect the well-being of children and can impact on their learning and attainment. The setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

The nursery school aims to:

- provide a secure and accessible environment in which all 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 family structures, diverse ethnic and cultural groups and people with additional needs
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- challenge and eliminate discriminatory actions;
- make inclusion a thread that runs through all of the activities of the setting; and
- foster good relations between all communities.

Admissions

The nursery school is open to all members of the community. The nursery school:

- advertises its service widely

Registered Charity 275966
OFSTED Registered

Chairperson: Samantha Foster-Kennedy
Secretary: Suzi King



- reflects the diversity of society in publicity and promotional materials
- provides information in clear, concise language, whether in spoken or written form
- sources information in different languages if requested
- bases the Admissions Policy on a fair system
- ensures that all parents are made aware of the Valuing Diversity and Promoting Equality Policy
- does not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act (2010). These are:
 - disability;
 - race;
 - gender reassignment;
 - religion or belief;
 - sex;
 - sexual orientation;
 - age;
 - pregnancy and maternity; and
 - marriage and civil partnership
- does not discriminate against a child with a disability or refuse a child entry to the setting for reasons relating to disability
- ensures, wherever possible, that there is a balanced intake of boys and girls in the setting
- develops action plans to ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered
- takes action against any discriminatory behaviour by staff or parents whether by:
 - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service;
 - indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
 - association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or

Registered Charity 275966
OFSTED Registered

Chairperson: Samantha Foster-Kennedy
Secretary: Suzi King



- perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation because of their mannerisms or how they speak.

- Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on, or around, the premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

Employment

- Managerial and nursery practitioner posts are advertised and all applicants are judged against an explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- Exemption clauses in relevant legislation may be used to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the 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.
- The nursery school monitors the application process to ensure that it is fair and accessible.

Training

The nursery school aims to ensure that:

- training opportunities for staff and volunteers enables them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.

Registered Charity 275966
OFSTED Registered

Chairperson: Samantha Foster-Kennedy
Secretary: Suzi King



- practices are reviewed to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.

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.

The environment is as accessible as possible for all visitors and service users. If access to the settings is found to treat disabled children or adults less favourably, then reasonable adjustments will be made to accommodate the needs of disabled children and adults. This is done by:

- making children feel valued and good about themselves and others;
- ensuring that children have equality of access to learning;
- 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 curriculum 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 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;

Registered Charity 275966
OFSTED Registered

Chairperson: Samantha Foster-Kennedy
Secretary: Suzi King



- 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

The nursery school:

- welcomes 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 mothers, fathers and other 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 aim to celebrate any existing traditions and cultures by encouraging parents to share their traditions with the setting.
- We can supply basic key words in English supported with visual clues where appropriate.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.
- We take positive action to encourage disadvantaged and under-represented 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.
- 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.

Registered Charity 275966
OFSTED Registered

Chairperson: Samantha Foster-Kennedy
Secretary: Suzi King



Meetings

- Meetings are arranged to help facilitate, and encourage the involvement, of all carers.
- We positively encourage non primary care givers involvement.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation if requested – to ensure that all carer givers have information about, and access to, the meetings.

Monitoring and reviewing

- So that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meet the overall aims to promote equality, inclusion and to value diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

Legal framework

The Equality Act (2010)

Children Act (1989) & (2004)

Special Educational Needs code of Practice (DfE 2014)

Other useful Pre-school Learning Alliance publications

Guide to the Equality Act and Good Practice (2011)

All Together Now: implementing an early years equality scheme (2009)

Where's Dad? A guide for early years practitioners on how to engage effectively with fathers (2009)

Registered Charity 275966
OFSTED Registered

Chairperson: Samantha Foster-Kennedy
Secretary: Suzi King



This policy was adopted at a meeting of the Meadow Nursery School Parents' Association Committee	
Held on	31 st March 2014
Policy reviewed	September 2025
Date to be reviewed	September 2027
Signed by Chair	
Name	Samantha Foster-Kennedy
Signed by Nursery Manager	
Name	Debbie Hill

Registered Charity 275966
OFSTED Registered

Chairperson: Samantha Foster-Kennedy
Secretary: Suzi King