



Valuing Diversity, Promoting Inclusion and Equality Policy

Windmill Under 5s, Lacey Green and Loosely Row Sports Club, Main Road,
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Registered charity no: 1026976

Version Control

Version	Date	Author	Comments
1.0	30.11.2017	RM / LC	<ul style="list-style-type: none"> • Updated format and introduction of version control • Changed job titles in light of recent changes to organisation • Clarity given around how meetings are communicated • Updated frequency of this policy review to annually
1.1	20.09.2018	RM / LC	<ul style="list-style-type: none"> • Full annual policy review (incl. check against PLA templates)

Reviews and Approvals

Policy adopted :	29 September 2010 by Windmill Under 5s Management Committee	
Date of last review:	17 September 2020	
Date of next review:	Autumn Term (September) 2021	
Signed & dated:		Natasha Kann – Chairperson on behalf of the Management Committee

Equal Opportunities

29. Valuing Diversity, Promoting Inclusion and Equality

Policy statement

Windmill Under 5s is committed to ensuring that our service is fully inclusive in meeting the needs of all children.

We recognise 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 sex. Children may have close links or live with extended families of grandparents, aunts, uncles and cousins; while other children may be more removed from close kin, or may live with other relatives or foster carers. Some children come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation or marital status. Some individuals face discrimination linked to their gender and some are discriminated against because of their pregnancy and maternity status. We understand that all these factors can affect the well-being of children within these families and may adversely impact on children's learning, attainment and life outcomes.

We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- promote equality and value diversity and foster good relations with the local community;
- actively include all families and value the positive contribution they make;
- promote a positive non-stereotyping environment that ensures dignity, respect and understanding of difference in all forms;
- provide a secure, accessible environment in which every child feels safe and equally included;
- improve our knowledge and understanding of issues relating to anti-discriminatory practice;
- challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010) namely: age; gender; gender reassignment; marital status; pregnancy and maternity; race; disability; sexual orientation; and religion or belief;
- where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the service or need different things from the service.

Procedures

Admissions

- Windmills is open and accessible to all members of the community.
- We advertise our service widely.
- We reflect the diversity of our community and wider society in our publicity and promotional materials.
- 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/carers are made aware of our Valuing Diversity, Promoting Inclusion and Equality Policy.
- We do not discriminate against a child or their family, or prevent entry, on the basis of a protected characteristic as defined by the Equalities Act (2010), as outlined above.
- We provide information on our offer of provision for children with Special Educational Needs and Disabilities.
- We make reasonable adjustments to ensure that disabled children can participate successfully in the services and in the curriculum offered.
- We take action against any discriminatory, prejudicial, harassing or victimising behaviour by our staff, volunteers or parents/carers whether by:
 - Direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using Windmills.
 - Indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English in the preschool.
 - Discrimination arising from a disability – someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity.
 - 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.
 - Perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation.
- We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia).
- Displaying of openly discriminatory xenophobic and possibly offensive or threatening 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

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation 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 suitability checks. 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.
- 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 are confident and fully trained in administering relevant medicines and performing invasive care procedures on children when these are required.
- We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Inclusion and Equality.

Curriculum

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

We ensure our practice is fully inclusive by:

- creating an environment of mutual respect and tolerance;
- modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- positively reflecting the widest possible range of communities within resources;
- avoiding use of stereotypes or derogatory images within our book selection or any other visual materials;
- celebrating locally observed festivals and holy days;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
- ensuring children with disabilities and/or special educational needs are fully supported;
- ensuring that children speaking languages other than English are supported in the maintenance of their home languages

We ensure that the Windmills environment is as 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 children and adults with disabilities. If access to the setting is found to treat children or adults with disabilities less favourably, then we will make reasonable adjustments to accommodate their needs.
- 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 contribute stories of their everyday life to Windmills.
- We encourage parents/carers to take part in the life of Windmills.
- We encourage contributions from our parents/carers as we recognise the many skills and experiences they may have to offer.
- For families who speak languages in addition to English, we will develop means to encourage their inclusion.
- We offer a flexible payment system for families experiencing financial difficulties and offer information regarding sources of financial support. We also accept Childcare Vouchers.
- We take positive action to encourage disadvantaged and under-represented groups to use Windmills.

Food

- We work in partnership with parents/carers 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

- Committee Meetings are arranged every half term to ensure that all families who wish to may be involved in the running of Windmills.
- We encourage mothers/fathers to be involved in the setting, including those mothers/fathers who do not live with their child, where appropriate.
- Information about meetings is communicated in a variety of ways – in the weekly email newsletter, by circulating the minutes of meetings, and verbally - to ensure that all parents/carers 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, sooner if required, to ensure our strategies meet the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure and a complaints summary record for parents/carers to see if requested.

Public Sector Equality Duty

- We have regard to the Duty to eliminate discrimination, promote equality of opportunity, foster good relations between people who share a protected characteristic and those who do not.

Please also refer to our Supporting Children with Special Educational Needs and Disabilities Policy, Promoting Positive Behaviour Policy, and British Values Policy for more information.

Legal framework

- The Equality Act (2010)
- Children Act (1989) & (2004)
- Children and Families Act (2014)
- Special Educational Needs and Disabilities Code of Practice (2014)