

Thanet Early Years Project

Equality and Diversity Inclusion Policy

Statement of intent

Thanet Early Years Project (TEYP) is committed to providing equality of opportunity and anti-discriminatory practice for all children and families.

For the purposes of this policy, an inclusive environment is defined as the provision of working conditions, arrangements and practices that are free from all forms of discrimination/harassment and promoting relationships that do not exclude or marginalise others.

Aim

We aim to:

- provide purposeful, affordable and accessible services for young children and their families in Thanet.
- provide a secure environment in which all our children can flourish and in which all contributions are valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different ethnic groups and people with disabilities;
- improve our knowledge and understanding of issues of equality and diversity; and
- make inclusion a thread which runs through all the activities of our settings.
- work to increase involvement with other organisations to promote equality of opportunity.
- challenge practices, legislation and institutions which seek to discriminate against or deny the rights of individuals on grounds of race, sexuality, gender, disability, age, class, or geographical location.

The legal framework for this policy is:

- Race Relations Act 1976; and 2000 (Amended)
- Disability Discrimination Act 1995, 2005
- Race Relations Amendment Act 2000; and 2010
- Sex Discrimination Act 1986;
- Children Act 1989; and 2004
- Childcare Act 2006
- Special Educational Needs and Disability Act 2001.
- Every Child Matters 2004
- Early Years Foundation Stage 2021
- The Equality Act 2010

See also Separate Admissions Policy

Methods

Admissions

Our settings are open to all members of the community.

- We advertise our service widely
- We are working towards reflecting the diversity of members of our society in our publicity and promotional materials
- We provide information in clear, concise language, whether in spoken or written form
- We are working towards providing information in as many languages as possible
- We aim to make reasonable adjustments for children with disabilities
- We ensure that all parents are made aware of our equality and diversity/inclusion/admissions policies
- We are working to ensure that people with disabilities including HIV/Aids and other chronic illnesses can participate successfully in the services offered by Thanet Early Years Project and in the curriculum offered

Employment

- We implement a rigorous and robust recruitment and selection procedure
- All posts are advertised, and all applicants are judged against explicit and fair criteria
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Scheme. This ensures fairness in the selection process. All job descriptions include a commitment to equality and diversity as part of their specifications
- We work to ensure that all committees, working parties, staffing and terms and conditions of employment reflect a range of needs and interests of people from minority groups
- We monitor our application process to ensure that it is fair, equitable and accessible

Training

- We seek out training opportunities for staff and volunteers to enable them to develop practices which enable all children to flourish
- We aim to ensure that we become more aware of oppression and inequality and the problems they cause, how they affect us and the implications for our work
- We review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion

Curriculum

The curriculum offered in our settings encourages children to develop positive attitudes 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
- treating children as individuals and with equal concern, learning about their family, customs, diet, dress code, hair and skin care
- ensuring that children have equality of access to all resources and learning
- reflecting the widest possible range of communities in the choice of resources

- avoiding stereotypes or derogatory images in the selection of materials
- creating an environment of mutual respect and tolerance
- encouraging positive attitudes by rewarding good behaviour, giving appropriate praise and ensuring that all children are included, their differences acknowledged and valued
- helping children to understand that discriminatory behaviour and remarks are unacceptable
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities and
- ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning

Valuing Diversity in Families

- We welcome the diversity of family life and work with all families, and make time to discuss matters such as diet, specialist skin care, nappy changing procedures, sleep routines, likes and dislikes
- We encourage children to contribute stories of their everyday life with both children and practitioners
- We encourage parents/carers to take part in the life of the setting and to contribute fully
- For families who have a first language other than English, we value the contribution their culture and language offer
- Where appropriate, we will make every effort to provide information about the facilities available in languages commonly used in the local community
- We offer a flexible payment system for families of differing means

Food

- We work in partnership with parents to ensure that the medical, cultural and religious dietary needs of children are met
- We help children to learn about a range of food, cultural approaches to mealtimes and eating and to respect the differences among them

Partnership with parents / carers

- Regular meetings with parents/carers are held in all settings.
- TEYP encourages and welcomes the involvement of all families in the running of our settings as appropriate.
- Information about meetings are communicated in a variety of ways - written, verbal and where possible in translation - to ensure that all parents have information about access to the meetings.