



# Valuing diversity and promoting equality

## Policy & Procedure

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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. Families are no longer generic Mother and Father but can have two fathers/mothers, grandparents or aunts/uncles may be the main carers. All families are different and we respect each and everyone that walks through the door at Millie's.

We understand that these factors affect the well-being of children and can impact on their learning and attainment. We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

We cater for all types of families including transient families, those who are not going to be in the area for long. We do not require parents to sign up to Millie's for any length of time providing they give us two months written notice of leaving where possible. We do encourage the parents to honestly tell us how long they think they will be attending as this allows us to determine the best way to settle and teach their child/ren.

Every decision we make is dependent upon the effect that we feel it will have on the child/ren. We also take one months /retainer/deposit in advance but in the event families are unable to pay this we ask parents to speak to Management to work out a fair solution which usually involves small amounts being paid monthly.

At Millie's we aim to provide vast experiences and opportunities for learning to enable children to reach their potential whatever their background. We work hard to ensure that all children develop a positive self image and respect their background. This policy will be promoted through food, activities, festivals, equipment and staffs general child care practices. We endeavour to show our full commitment to equal opportunities for all at all times and across all areas of the curriculum. We will always adapt procedures at the request of a parent/carer.

### **We aim to:**

provide a secure and accessible environment in which all our 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 ethnic and cultural groups and disabled people, 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.

## **Procedures**

### **Admissions**

Our setting is open to all members of the community.

We reflect the diversity of our society in our publicity and promotional materials.

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

We can, if needed, provide information in as many languages as possible.

We base our admissions policy on a fair system.

We ensure that all parents are made aware of our valuing diversity and promoting equality policy.

We do 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
- marriage and civil partnership.

We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.

We do not discriminate on the basis of gender and except children on a first come first served basis.

We develop an action plan to ensure that people with disabilities can participate successfully in the services and in the curriculum offered by the setting, providing it is suitable to do so and is right for the child.

We take action against any discriminatory behaviour by staff or parents.

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.

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

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 in the strongest manner.

## **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 two references and checks by the disclosure and barring service. 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, which enable all children to flourish.

We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.

We review our practices 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. We are committed to providing a multi-cultural setting at Millie's and will include all children regardless of their background.

It is important that staff have an awareness of the different religious and cultural needs within their classes. We encourage parents and the children to talk and teach others about their backgrounds.

Staff must ensure that they celebrate different cultures and religions through their planning. If a parent informs a staff member of a special celebration it is the duty of that member of staff to inform the room leader and ensure it is incorporated into the planning.

Use the prevent duty where and if applicable

Management will ensure that the toys and equipment represent real life and include all races and cultures where appropriate.

Staff must ensure that all children are treated as equals whilst in our care

If any staff member feels that they or the children are not being treated equally they must arrange a meeting with Management.

Our 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 we make reasonable adjustments to accommodate the needs of disabled children and adults if possible.

**We do this by:**

Making children feel valued and good about themselves,  
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,  
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,  
Differentiating the curriculum to meet the children's special educational needs - plans to be put in place for identified children.

**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.

## **Food**

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 of cultural approaches to mealtimes and eating, and to respect the differences among them.

## **Meetings**

Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about and access to the meetings.

## **Monitoring and reviewing**

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

We provide a complaints procedure and a complaints summary record for parents to see, see our complaints policy

Further guidance:

SEND code of Practice (HM G May 2015)

The Equality Act 2010

Children Act 1989, 2004

Hertfordshire SEND resource pack

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September 2021



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