

POLICIES AND PROCEDURES

Valuing Diversity and Promoting Equality Policy

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Cross Reference	Admissions Policy, Equal Opportunities Policy,

Purpose of this document

Aspired Futures (AF) are committed to offering an anti-discriminatory practice to promote equality and value diversity for all children/young people (CYP) and families referred. Our service is fully inclusive in meeting the needs of all CYP and all of our volunteers and staff members.

Details of Policy

AF aim to:

- Provide a secure and accessible environment in which CYP 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
- Make inclusion a thread that runs through all of the activities of the setting

Aspired Futures Special Educational Needs and Disabilities Co-ordinator (SENDCO) is Suzanne Williams.

Admissions

- AF is open to all members of the community. Places are allocated as available and when a referral meets the Admissions Policy and AF Criteria.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible if and when required to do so.
- We ensure that all parents/carers are made aware of our Equal Opportunities policy.
- We do not discriminate against a CYP or their family (however there is a referral process for individual groups), or prevent referral to our provision based on their or their "Associated Persons" gender, sex, pregnancy or maternity status, marital status, race, colour, religion or belief, disability, age, sexual orientation, gender reassignment ("Protected Characteristics").
- We develop an action plan to ensure that people with disabilities can participate successfully in the services, curriculum and activities offered by the setting.
- We take action against any discriminatory behaviour by staff or parents in the strongest manner.

POLICIES AND PROCEDURES

Employment

- Posts are advertised and all applicants are considered and judged against the same explicit and fair criteria.
- 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 will be offered the post, subject to references and checks by the Disclosure and Baring Service (DBS).
- All job descriptions for both staff and volunteers 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 review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

Curriculum

- The curriculum offered in the setting encourages CYP to develop positive attitudes about themselves and towards others. It encourages CYP to empathise with others and to begin to develop the skills of critical thinking.
- AF adopt the approach that teaching should not be taken to imply a 'top down' or formal way of working. Learning and development takes place by interaction between adults and CYP people during planned and child-initiated play and activities.
- Our environment is as accessible as possible for all visitors and service users. If access to the settings is found to treat disabled CYP or adults less favourably then we make reasonable adjustments to accommodate their needs. We do this by:
 - making CYP feel valued and good about themselves
 - ensuring an equality of access to learning
 - 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 CYP 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
 - helping CYP to understand that discriminatory behaviour and remarks are hurtful and unacceptable
 - ensuring that the curriculum offered is inclusive of CYP with special educational needs and with disabilities
 - ensuring that CYP learning English as an additional language have full access to the curriculum and are supported in their learning
 - ensuring that CYP speaking languages other than English are supported in the maintenance and development of their home languages.

POLICIES AND PROCEDURES

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage CYP to contribute stories of their everyday life to the setting.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.

Healthy Eating

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

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/carers and OFSTED to see.

Legal Framework:

- The Equality and Discrimination Act
- Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976,1986
- Children Act 1989, 2004
- Special Educational Needs and Disability Act 2001