

## Valuing Diversity and Promoting Equality and Inclusion Policy

FRS Kindergarten is committed to provide equality of opportunity for children and adults and take positive action to discrimination. FRS Kindergarten works in accordance with all relevant legislation, including:

- Disability Discrimination Act 1995, 2005
- The Equality Act 2010
- Children Act 1989, 2004
- Children and Families Act 2014
- Special Educational Needs and Disabilities Code of Practice (2014)

Our Equality, Inclusion and Diversity Policy person is our Headteacher.

We believe that the groups' activities should be open to all children and families and to all adults committed to their Jewish and secular education and care. We aim to ensure that all who wish to work in, or volunteer to help with, our Kindergarten have an equal chance to do so.

### **Admissions**

The Kindergarten is open to every family. Places are awarded on a first come first served basis, except that priority is given to synagogue members of Finchley Reform Synagogue when there is a waiting list.

### **Employment**

We advertise posts 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 our 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.

### **Families**

The Kindergarten recognises that many different types of family groups can and do successfully love and care for children. The Kindergarten aims to offer support for all families. We encourage parents/carers to take part in the life of the setting and to contribute fully and to work in partnership with us in order to ensure that the needs of their children are met fully.

The Kindergarten offers a flexible payment system for families with differing means.

### **British Values**

The kindergarten actively promotes British values within the setting and encourages children to develop an understanding and awareness of these fundamental values including democracy, rule of law, individual liberty, mutual respect and tolerance.

### **Festivals**

Our aim is to show respectful awareness of all the major events in the lives of the children and families in the Kindergarten and to welcome the diversity of backgrounds from which they come.

In order to achieve this:

- We aim to acknowledge all the festivals, customs and cultural celebrations which are celebrated by the families involved in the setting and also to acknowledge festivals that are not celebrated within the family environment.
- Children will be made aware of the festivals which are being celebrated by their own families or others, and will be introduced where appropriate to the stories behind the festivals.
- Before introducing a festival with which the adults in the setting are not themselves familiar, appropriate advice will be sought from parents and other people who are familiar with that festival. Where possible guests will be invited in to share their festival with the group.
- Children will become familiar with and enjoy taking part in a range of customs and festivals, together with the stories, celebrations and special food and clothing they involve, as part of the diversity of life.
- Children are encouraged to value and respect others

### **The Curriculum**

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Management of resources within the setting will ensure that both boys and girls have full access to all kinds of activities and equipment and are equally encouraged to enjoy and learn from them.

Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

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

We ensure that 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 books 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 that disabled children with and without special educational needs are fully supported;
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages

We will ensure that our 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 disabled children and adults. If access to the setting is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults.
- fully differentiating the environment, resources and curriculum to accommodate a wide range of learning, physical and sensory needs.

### **Resources**

These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-racial society.

Materials will be selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and by using images which reflect positively the contribution of all members of society.

### **Special Needs**

The Kindergarten recognises that children have a wide range of needs which differ from time to time, and will consider what part it can play in meeting those needs as they arise. Planning for Kindergarten meetings and events will take into account the needs of people with special educational needs and disabilities. We will work in partnership with outside specialists to ensure we can cater for these needs in appropriate ways.

### **Discriminatory Behaviour / Remarks**

Any discriminatory language / behaviour or remarks by children, parents or any other adults are unacceptable in the Kindergarten.

Our response will aim to demonstrate support for the victim(s), to help those responsible to understand and overcome their prejudices and to make it clear that such behaviour/remarks will not be tolerated.

- We take action against any discriminatory, prejudice, harassing or victimising behaviour by our staff, volunteers or parents whether by:
  - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of a specific ethnic group from using the service;
  - indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
  - 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; or
  - 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, our 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.

### **Language**

Basic information, written and spoken, will be clearly communicated in as many languages as are necessary and possible.

Bilingual /multilingual children and adults are an asset to the whole group. Children and parents who have English as a second language or additional language will be valued and their languages recognised and respected in the kindergarten.

## 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 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

Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.

We positively encourage fathers to be involved in the setting, especially those fathers who do not live with the child.

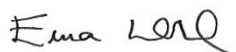
Information about meetings is communicated in a variety of ways - written, verbal and where resources allow in translation – to ensure that all mothers and fathers have information about, and access to, the meetings.

This policy was adopted by FRS Kindergarten *(name of provider)*

On 26<sup>th</sup> February 2021 *(date)*

Date to be reviewed 25<sup>th</sup> February 2022 *(date)*

Signed on behalf of the provider



Name of signatory

Emma Wohl

Role of signatory (e.g. chair, director or owner)

Headteacher