



Equality and Diversity Policy

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Family Front Door Worcestershire Children First: includes Children's Social Care, Education, Early Help and Fostering	<ul style="list-style-type: none"> • 01905 822666 Weekdays 9.00 to 5.00pm (4.30 Fridays) • 01905 768020 (evenings and weekends)
Police	Call 999 in an emergency, e.g., when a crime is in progress, when there is danger to life or when violence is being used or threatened. For less urgent issues call local police on 101 .
Ofsted	0300 123 1231 Contact Us Ofsted Parent View
Worcestershire Children First	Early Years and Childcare 01905 844048 EYCC@worcschildrenfirst.org.uk Contact us Information - Worcestershire Children First Education Services
Community Social Workers	How to contact Children's Social Care Worcestershire County Council How to contact Children's Social Care Worcestershire County Council
Local Authority Designated Officer	01905 846221 (or via the FFD)
Date of last review	January 2021
Policy adopted by Pinvin Community Preschool committee	January 2021
Pinvin Community Preschool current Policies and Procedures: Safeguarding and Child Protection; Health and Hygiene; Safety and Suitability of Premises; Environment and Equipment; Suitable People; Information and Records (including GDPR); Self-regulation in the Early Years; Equality and Diversity; SEND in the Early Years; The Role of the Early Years Educator; Covid-19 Response.	

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Equality

Equality means being fair, respectful and recognising the individual needs and identities of all others. It also entails minimising or reducing the prejudices and discriminatory practices individuals need to negotiate on a day-to-day basis and to ensure fairness in process and outcome.

Our aim is to maintain an environment which promotes and values equality and dignity at work.

Understanding unacceptable attitudes and practices

Assumptions:	Assumptions are the judgements made or opinions held about people. These become problematic when they are based on partial or flawed information or where an attitude is displayed to a particular group of people.
Stereotyping:	Stereotyping occurs when generalisations are applied to a group and to all the individuals perceived to be part of that group. Stereotypes may be positive or negative but both can have a negative impact as this ignores the individual. For example, a child with a passion for a non- stereotypical hobby may feel less inclined to argue otherwise.

When stereotypes or assumptions influence our attitudes, we may find that making a fair judgement about someone or something is difficult. This influence on our judgement may lead to prejudice which implies a pre-formed judgement, a conviction or opinion formed beforehand or without knowledge of the facts.

All these attitudes and behaviours towards a particular person or group may lead to mistreatment or even bullying. Although there is no legal definition of bullying it is usually understood to be behaviour that is repeated, intended to hurt someone either physically or emotionally.

Legislation

Unacceptable attitudes and behaviours may lead to the illegal treatment of an individual or group. For example, bullying may lead to harassment and victimisation both of which are illegal under the Equality Act 2010. The Equality Act provides protection and rights for everyone in relation to discrimination, harassment and victimisation.

The Equality Act 2010 protects individuals and groups from discrimination based on their 'protected characteristics'.

1. Pregnancy and Maternity
2. Religion and belief
3. Race
4. Sex
5. Age
6. Disability
7. Gender reassignment
8. Marriage and civil partnerships
9. Sex orientation

Discrimination can come in many forms;

Direct discrimination is the legal term that applies if you treat someone less favourably than someone else has been treated (or would be treated) because the person belongs to one of the protected groups.

Perceptive Discrimination refers to discrimination based on a perception that an individual is a member of a relevant protected group.

Associative Discrimination refers to discrimination based on an individual's association with another person belonging to a relevant protected group.

Indirect discrimination is the legal term that describes situations which occur when an organisation, or a member of staff makes a decision, or puts in place a particular policy, practice or procedure, which appears to treat everyone equally, but which in practice leads to people from a particular protected group being treated less favourably than others.

Harassment can be defined as the act of systematic and/or continued unwanted and annoying actions of one party or a group, including threats and demands.

Victimisation is when someone treats you badly or subjects you to a detriment because you complain about discrimination or help someone who has been the victim of discrimination.

The Human Rights Act 1998 provides a set of fundamental rights and freedoms that all individuals are entitled to and these are based on the core principles including dignity, equality and respect.



Human rights underpin aspects of children's rights. Children's rights are outlined in the United Nations Convention on the Rights of the Child (UNCRC). This is an international treaty which grants all children under the age of 18 a detailed set of rights.

A SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD

ARTICLE 1 (definition of the child)

Everyone under the age of 18 has all the rights in the Convention.

ARTICLE 2 (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

ARTICLE 3 (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.

ARTICLE 4 (implementation of the Convention)

Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

ARTICLE 5 (parental guidance and a child's evolving capacities)

Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

ARTICLE 6 (life, survival and development)

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

ARTICLE 7 (birth registration, name, nationality, care)

Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

ARTICLE 8 (protection and preservation of identity)

Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

ARTICLE 9 (separation from parents)

Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

ARTICLE 10 (family reunification)

Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

ARTICLE 11 (abduction and non-return of children)

Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.

ARTICLE 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

ARTICLE 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

ARTICLE 14 (freedom of thought, belief and religion)

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

ARTICLE 15 (freedom of association)

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

ARTICLE 16 (right to privacy)

Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

ARTICLE 17 (access to information from the media)

Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

ARTICLE 18 (parental responsibilities and state assistance)

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

ARTICLE 19 (protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

ARTICLE 20 (children unable to live with their family)

If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

ARTICLE 21 (adoption)

Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.

ARTICLE 22 (refugee children)

If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

ARTICLE 23 (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

ARTICLE 24 (health and health services)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

ARTICLE 25 (review of treatment in care)

If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

ARTICLE 26 (social security)

Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

ARTICLE 27 (adequate standard of living)

Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

ARTICLE 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

ARTICLE 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

ARTICLE 30 (children from minority or indigenous groups)

Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

ARTICLE 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

ARTICLE 32 (child labour)

Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

ARTICLE 33 (drug abuse)

Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

ARTICLE 34 (sexual exploitation)

Governments must protect children from all forms of sexual abuse and exploitation.

ARTICLE 35 (abduction, sale and trafficking)

Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

ARTICLE 36 (other forms of exploitation)

Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

ARTICLE 37 (inhumane treatment and detention)

Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

ARTICLE 38 (war and armed conflicts)

Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

ARTICLE 39 (recovery from trauma and reintegration)

Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

ARTICLE 40 (juvenile justice)

A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

ARTICLE 41 (respect for higher national standards)

If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

ARTICLE 42 (knowledge of rights)

Governments must actively work to make sure children and adults know about the Convention.

The Convention has 54 articles in total. Articles 43-54 are about how adults and governments must work together to make sure all children can enjoy all their rights, including:

ARTICLE 45

Unicef can provide expert advice and assistance on children's rights.

OPTIONAL PROTOCOLS

There are three agreements, called Optional Protocols, that strengthen the Convention and add further unique rights for children. They are optional because governments that ratify the Convention can decide whether or not to sign up to these Optional Protocols. They are: the Optional Protocol on the sale of children, child prostitution and child pornography, the Optional Protocol on the involvement of children in armed conflict and the Optional Protocol on a complaints mechanism for children (called Communications Procedure).

For more information go to unicef.org.uk/crc/rop

Article 28 of the UNCRC says that **every** child has the right to education.

Admission Policy

Pinvin Community Preschool is open to all members of the community. We do not discriminate against a child or their family or refuse a child entry to the setting for any reason.

We recognise that many of our families may become socially and economically disadvantaged, as a result of the Covid-19 pandemic. As a registered charity (700766) we are committed to maintain our non-for-profit status and ensure costs to parents are kept to a minimum. We will act reasonably when making decisions regarding the payment of fees during the pandemic.

Our admissions policy can be found in the Information and Records policy.

Diversity

In order to offer equality of opportunity we need to recognise that we are all individual and different. Celebrating our differences and culture provides us with the opportunity to recognise the rich experiences that can enhance all our lives. Diversity is not only linked to race, it includes disability, sexuality, age, colour, creed, marital status, ethnic or national origin, political belief, class gender and religion.

The early years is where we can make a lasting difference to children's views of the world, the people and the communities within it. In order that the next generation does not experience racism and so that early years educators effectively and confidently challenge racism, we need to take time to actively listen and reflect.

Recognising our own prejudices and privileges as early educators through ongoing dialogues, respectful and honest conversations with colleagues, is a starting point and can help to support a change in policy and practice.

At Pinvin Community Preschool we are committed to:

- ✓ Reflecting on practice individually and collective in regard to our inclusivity.
- ✓ Engaging in professional dialogue with colleagues focusing on diversity and race.
- ✓ Gather cultural information on every child on entry so we can ensure we are ready and truly welcoming to each individual and their family.
- ✓ Ensure all families are welcomed, valued and included.
- ✓ Reflect on the support we give all our families and continually review this.
- ✓ Communicate effectively with all children and their families.
- ✓ Recruit committee members and staff to promote a diverse representation.
- ✓ Identify potential barriers in implementing our Equality and Diversity policy.
- ✓ Promoting and celebrating the uniqueness of children, staff and family structures.
- ✓ Providing access to ethnically diverse artefacts which are meaningfully in everyday ways that represent the culture and backgrounds of the children attending your setting.
- ✓ Encouraging dialogue with children about their experiences.
- ✓ Ensuring family wishes are met where possible i.e., dietary requirements of children that arise from medical, cultural or religious needs are met.
- ✓ Offering a diverse curriculum which supports children to think about difference positively.

Promoting Dialogue

It is important that we can have open conversations to support children's thinking and discussion about racism, race, identity and prejudice. Children's books can be a powerful way to talk about these. 'Own voices' books/narratives are particularly important so that children of colour see themselves represented in books and learn that people who look like them matter and that they are seen. These types of stories can help all children gain a truly accurate and authentic understanding of identities, perspectives and experiences that are different from their own.

Our Curriculum

The curriculum encourages children to think positively about themselves and others. We encourage emotional literacy and support children's empathy skills. Within our curriculum we will;

- ✓ Create an environment of mutual respect and tolerance.
- ✓ Teach children how some words and remarks can be hurtful to others.
- ✓ Reflect the diversity of our families and communities.
- ✓ Challenge stereotypical attitudes through sensitive dialogue and teaching through play.
- ✓ Follow children's interests, celebrating cultural festivals and traditions.
- ✓ Ensure the curriculum is inclusive of all children, including those with SEND.
- ✓ Support children and families where English is an additional language whilst celebrating their home language within the setting.

Gypsy Romany Traveller Community

The term Gypsy, Roma and Traveller (GRT) is a collective term used to describe a wide variety of cultural and ethnic groups. There are many ways in which ethnicity may be established, these include language, nomadic way of life, and self-identification. Defining a person as a Gypsy, Roma or Traveller is a matter of self-ascription and does not exclude those who are living in houses. Ethnic identity is not lost when members of the communities settle, but it continues and adapts to the new circumstances.

Gypsy, Roma and Traveller communities still suffer racism and discrimination regardless of ethnicity, nationality, culture or background, whether settled or mobile. Pinvin Community Pre-school is committed to support our GRT families in ensuring their children have access to an education and to further understand and celebrate their unique culture which is an important part of our community.

Further information can be found at; [Friends, Families and Travellers \(gypsy-traveller.org\)](http://Friends, Families and Travellers (gypsy-traveller.org))

Early Years Inclusive Environments Good Practice Audit

First impressions	Yes	No	Comment/Action
<p>Do you have “Welcome” signage that includes the home languages of the families in your setting and in your local community?</p> <p>Do the images on posters, signs and leaflets reflect diversity of ethnicity, family groups and ability?</p> <p>Are families greeted in their home language?</p> <p>Is the information that you provide written in plain English, without jargon and with visual images to support understanding</p>			
Around the setting	Yes	No	Comment/Action
<p>Do the pictures, photos and posters displayed for children reflect diversity of ethnicity, family groups and ability, and do they show people in non-stereotypical situations and roles?</p> <p>Do you have words and signs around your setting in the home languages of the children who attend and do you check with parents that these are correct and relevant?</p> <p>Do you ask bilingual parents to help to write signs in their home language? (Welcome, Goodbye)</p> <p>Do you encourage children to bring photos of their families into the setting to display and also to include in their Learning Journeys?</p>			

Do you provide a visual timetable to support understanding of the setting's routine?			
Home corner	Yes	No	Comment/Action
Do you provide real cooking utensils and packaging for domestic play to reflect children's family lives and communities?			
Dressing up	Yes	No	Comment/Action
Do you provide non-gender specific outfits and clothing that reflects cultural background? Do you provide a variety of material lengths and prints to encourage open ended role-play?			
Dolls and small word figures	Yes	No	Comment/Action
Do you have a range of dolls and figures representing difference in ethnicity, culture, gender, age and ability? Do you provide opportunities to explore the message that families live in lots of different dwellings? (Flats, caravans/trailers)			
Books and puzzles	Yes	No	Comment/Action
Do they promote positive messages and encourage reflection about similarities and difference? Do they represent images of difference in ethnicity, culture, gender, age and ability?			

Do they provide images of a range of family groups and of people in non-stereotypical situations and roles?			
Creative resources	Yes	No	Comment/Action
Do you always provide paper, paints, crayons and pencils in skin tone shades to ensure children are able to represent their family and friends in creative activities?			
Celebrations	Yes	No	Comment/Action
Is the celebration of festivals and special days based on those that are important to the families in your setting to ensure they are meaningful, relevant and respectful?			
Snack-time, cooking activities and meal times	Yes	No	Comment/Action
Are all staff aware of cultural and religious food observations and practices? Do you provide food that is both familiar and unfamiliar to broaden children's experiences? Do you provide the relevant food to reflect the cultural celebrations of your families?			
Music, rhyme and story time	Yes	No	Comment/Action
Do you listen to music, play instruments, sing songs and read stories that reflect the cultural backgrounds of the children in your setting?			

Do you use props, puppets and actions to support understanding and participation in rhymes and stories? (only 7percent of communication is verbal)			
Supporting Children with English as an Additional Language (EAL)	Yes	No	Comment/Action
<p>Do you know the names of the languages spoken at home and by whom? Do you ask if parents/carers also read these languages?</p> <p>Do you gather a list of the important words used by the child in their home language?(Hello, Goodbye, Mummy, Daddy, thirsty, hungry, favourite things, toilet etc.)</p> <p>Do you provide dual-language books for children to take home to share with their families?</p> <p>Are parents/carers encouraged to contribute to their children’s learning journeys in their home language?</p> <p>Are parents and carers invited to share information about their child’s language development in their home language? (For the 2-year progress check and ongoing assessment)</p>			
Team awareness	Yes	No	Comment/Action
Does all staff understand their responsibilities to be inclusive? Do they have an awareness of the Equality Act 2010 and the Protected Characteristics covered by			

the Act?

Are staff encouraged to find opportunities to talk about similarity, difference and unique qualities during everyday practice?

Has an “Equality Impact Assessment” and “Access Audit” been completed for your setting and actions identified for a “Single Equality Scheme” (Early Years Action Plan) and are all staff aware of these?

As a team, do you treat one another with respect and value each other’s diversity?

Inclusion starts with the team!