



LADYBIRDS
NURSERY

Valuing Diversity and Promoting Equality

Culturally Appropriate Practise




Equality of Opportunity

Introduction


Ladybirds Nursery is a multi-racial, multi-religious, multi-language and multi-cultural organisation. All our policies, procedures and practices will positively acknowledge, reflect and respect this fact.


Policy Statement

At Ladybirds Nursery we will ensure that 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 nursery is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

-  Provide a secure environment in which all our children can flourish and in which all contribute and are considered and valued.
-  Include and value the contribution of all families to our understanding of equality and diversity. Diversity is about embracing the differences people have, in terms of their background, culture, race, ethnicity, disability, gender, sexuality, religion, age, where everyone is treated fairly and valued for the difference, skills, experiences they bring to the nursery and the wider community.
-  Provide positive non-stereotyping about gender roles, diverse ethnic and cultural groups and disabled people. Ensuring equality of opportunity does not mean that all children are treated the same.


It does mean understanding and working sensitively and knowledgeably with diversity to identify the particular issues for a child and his/her family, taking account of experiences and family context.


 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 nursery. No child or family who qualifies for our service will be refused, or receive a diminished service, because we may not be designed to meet their particular needs. We aim to be flexible to change to meet their needs as a matter of urgency.

Procedures


Our nursery is open to all members of the community.


 We advertise our service widely


 We reflect the diversity


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


 We base our admission policy on a fair system


 We have our equal opportunity, and Culturally Appropriate Practise Policy in the hall for all the parents to see

 We do not discriminate against a child or their family, or prevent entry into the nursery on the basis of colour, ethnicity, religion or social background, such as being a member of a travelling community or an asylum seeker


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


 We ensure wherever possible that we have a balanced intake of boys and girls in the nursery


 We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the nursery and in the curriculum


 We take action against any discriminatory behaviour by staff, parents or carers. Displays 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 fair criteria


 Applicants are welcome from all backgrounds and posts open to all


 We may use the exemption clause 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 DBS checks. This ensure fairness in the selection process.

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 team leaders are confident in administering relevant medicines











 We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion




 Our training procedures during the coronavirus pandemic is on line through a training company we have signed up to called 'Noodle'

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 begin to develop skills of critical thinking.









Our environment is as accessible as possible for all visitors and service users. If access to the setting is found to treat disabled children or adults less favourably then we make reasonable adjustments wherever possible to meet the needs of disabled children and adults. We do this by:


-  Making children feel valued and good about themselves
-  Ensuring that children have 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 child receives the widest possible opportunity to develop their skills and abilities e.g. recognising the different learning styles of boys and girls
-  Positively reflecting the widest possible range of communities in the choice of resources
-  Avoiding stereotypes or derogatory image 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 additional 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 additional 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 language
-  Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages

Valuing Diversity in Families & Meeting the needs of Minority Ethnic Children & Families







Moving towards culturally appropriate practise means being:

-  Knowledgeable about cultural differences and their impact on attitude and behaviour
-  We are sensitive, understanding, non-judgemental and respectful in dealing with people whose culture is different from our own
-  We aim to be flexible and skilful in responding and adapting to different cultural contexts and circumstances.
-  We welcome the diversity of family lifestyles and work with all families
-  We encourage children to contribute stories of their everyday life to the nursery
-  We encourage parents/carers to take part in the life of the nursery and to contribute fully
-  For families who speak languages in addition to English, we will develop means to ensure their inclusion
-  We offer a flexible payment system for families, and offer information regarding sources of financial support

 We take due regard to the Prevent Policy when valuing diversity in families (See Prevent Policy for more detailed information)

Professionals need to be aware that children from all cultures are subject to abuse and neglect. Culture can explain the context in which an abusive incident took place, but not the behaviour or action of an individual parent. For example: A parent who injures a child with a belt might say this is "cultural". The cultural context might explain the parents anger over the expectation he/she has of the child., but not the parent's action, which is abusive. Cultural factors neither explain nor condone acts of omission or commission, which place the child at risk of Significant Harm.

To promote the best interests of the child, professionals should:

-  Be fully aware of their prejudices and cultural influences
-  Avoid class and racial generalisations and stereotypes
-  Be aware of the impact discriminations has on an individual's life experience
-  Recognise that the basis of good practise is the same within all families
-  Have a good understanding of a family's background, which is an important element of ensuring good and effective intervention
-  Acknowledge that racial abuse damages children both physically and emotionally, and as such warrants professional intervention to address the effects of this form of abuse, whether it comes from within or outside the family.

Heritage

The term 'heritage' is used for the family's race, language, religion and culture. The term 'Dual Heritage' is used for children born from inter-racial relationships. It is important we do not confuse heritage with identity, which in simple terms, is the meaning and importance, which the individual attaches to their experiences.

The concept of heritage, we respect and celebrate individual diversity, we will not support racist or prejudicial behaviour, beliefs or concepts. We do not

condone anti-racist and anti-discriminatory approaches, we encourage staff to identify and challenge oppression and focus on the specific characteristics of the individual and the family.

Religion

We understand that it is the right of the children and their families to practise a particular religion, or no religion, this will be upheld and respected.

Where a religion or sect within a religion, prohibits certain forms of medical examinations or treatments, a delicate balance will need to be reached between the parent's legal rights and responsibilities toward the child, and our views of the best interest of the child.

Linguistic Background



Language and the ability to communicate effectively form an important part of a person's identity and their self-esteem. Through our good practise we understand that English may not always be the first language of our children and families. We respect this when families are talking to themselves during their visits and when collecting their child.

Children and their families have the right to communicate with each other in the language in which they feel most comfortable and confident. Mother tongue conversations will not be treated as subversive or deviant.



Culture and Social Backgrounds

We understand that making the child and their family feel valued within their culture will make the child feel safe and settled. It teaches children that they will be accepted into the wider community, and forms positive identity and 'roots'.

Food

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

Monitoring and Reviewing

-  To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meet the overall aims to promote equality, inclusion and valuing diversity
-  We provide a complaints procedure and a complaints summary record for parents to see

Policy Issued January 2016

Date to be Reviewed January 2017

Date Reviewed May 2017

Date to be Reviewed May 2018

Date Reviewed May 2018

Date to be Reviewed May 2019

Date Reviewed April 2019

Date to be Reviewed April 2020

Date Reviewed June 2020 (additional Covid 19 information)

Date to be Reviewed August 2020

Date Reviewed

The policy will be reviewed sooner than the policy date should any new information become available