



# INCLUSION, DIVERSITY AND EQUALITY POLICY



At Sallywags, each person should be treated with respect and care, and able to bring a unique identity and perspective, regardless of gender, ethnicity, sexuality, ability, language, religion, beliefs, age, race, or maternal status. Inclusion refers to all children, parents, and staff to encourage them to feel connected with the setting and have a feeling of belonging.

***“When everyone is included, everyone wins.” – Jesse Jackson***

Sallywags welcomes the cultural diversity of society today. All staff members value and respect the different racial origins, religions, cultures, and languages of our society. Each child will be treated positively as an individual without the influence of racism, sexism or any other form of stereotyping or discrimination. At Sallywags, we ensure that all LGBTQ+ (*lesbian, gay, bisexual, transgender, queer or questioning and more*) children, families and staff feel included within our setting. We also challenge gender stereotyping and celebrate all diversity to support every child to understand and embrace difference. Children learn similarities and differences are valued, and that no skin colour, language, or ethnic background are superior to another.

We support children to learn and develop skills, attitudes and understanding through our holistic approach in order to live full and satisfying lives and become useful active members of a constantly changing society in which we know all play an active and vital part.

Inclusion is not just about the most obvious. Inclusion is about ensuring that every child feels like they belong and are seen. At Sallywags, we ensure that there are no ‘invisible children’. All children are supported individually and are entitled to an education that enables them to achieve the best possible education and outcomes.

In the same way staff are offered a working environment free from prejudice and with equal opportunities with regard to terms and conditions and access to training opportunities.

***“As individuals, we cannot make the world free of racism and a safe place to be – but we can do our very best to ensure that our Early Years setting is a small model of what we would like the world to be”. – Jane Lane***

## **We aim to:**

- Provide and have regard to the children’s religious persuasion, racial origin, culture, linguistic background, and abilities





- Provide materials, books, play equipment and play activities which reflect the diversity of races, cultures, religions and languages and abilities within the community.
- Provide opportunities for children to be involved with materials and activities about people with disabilities these include both physical and mental impairment and without fixed gender roles.
- Provide a designated parking bay for families with disabilities and make reasonable adjustments within the setting.
- To respect the race, religion, culture and language of the children and their family.
- Share communications in their preferred format.
- Have all their individual needs met and be regarded and valued as a unique individual and feel strong and confident about their own identity.
- Ensure the children feel safe and secure and know they belong.
- To help children learn and identify and to respect the rights of others through experiencing their own rights.
- We reflect diversity in our promotional and publicity materials.
- We provide information in clear, concise language whether spoken or written.
- We ensure that all parents are aware of our inclusion policy.
- We take action against any discriminatory behaviour by staff or parents.
- Posts are advertised and all applicants are judged against explicit and fair criteria.
- We seek out training opportunities for staff to develop anti-discriminatory and inclusive practices.
- To invite members of the community into the setting to support special celebrations and festivals, e.g., parents to read in home language, guide dogs, priest.
- We review our practices to ensure we are fully implementing our policy by promoting equality, valuing diversity, and inclusion.
- Nicola McPherson-Mason and Abbie Swann are the Equality Named Co-ordinator's (ENCO) and will help to promote, co-ordinate and monitor equality of opportunity for children, staff, volunteers, and parents in the setting.

We work in line with:

- The United Nations Convention on the Rights of the Child (UNCRC)
- The Early Years and the Disability Act 2010
- The Special Education Needs and Disability Act 2001 and the Code of Practice
- The Race Relations Act 2001
- The Sex Discrimination Act 2010
- The Equality Act 2010

