Valuing Diversity, Promoting Inclusion and Equality Policy

Policy statement

We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins; while others may be more removed from close kin or may live with other relatives or foster carers. Some children have needs that may arise from disability or impairment or may have parents that are affected by disability or impairment.

Some children come from families that experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors affect the wellbeing of children and can impact on their learning and attainment. Stanmore Montessori 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 and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality, inclusion and diversity.
- Provide positive non-stereotyping information about gender roles, diverse family structures, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Challenge and eliminate discriminatory actions
- Make inclusion a thread that runs through all of the activities at Stanmore Montessori.
- Foster good relations between all communities.

Procedures
Admissions

Stanmore Montessori is open to all members of the local community through a comprehensive and inclusive admissions policy.

- We advertise our service widely.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We will strive to provide information in other languages if required.

- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our Valuing Diversity, Promoting Inclusion and Equality Policy.
- We do not discriminate against a child or their family or prevent entry to Stanmore Montessori on the basis of a protected characteristic as defined by the Equalities Act (2010) these are:

  disability;
  race;
  gender reassignment;
  religion or belief;
  sex;
  sexual orientation
  age;
  pregnancy and maternity; and
  marriage and civil partnership

- We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.
- We ensure wherever possible that we have a balanced intake of boys and girls at Stanmore Montessori.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents whether by;
  direct discrimination – someone is treated less favourably because of a protected characteristic eg preventing some families of racial groups using the setting;
  indirect discrimination – someone is affected unfavourably by a general policy eg children must only speak English in the setting;
  association - discriminating against someone who is associated with a person with a protected characteristic eg behaving unfavourably to someone who is married to a person from a different cultural background
  perception – discrimination on the basis that is thought someone has a protected characteristic eg making assumptions about someone's sexual orientation because of their mannerisms or how they speak

  Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behavior are unacceptable on, or around the premises and will be dealt with in the strongest manner.

Employment

- 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

checks by the DBS. This ensures fairness in the selection process.
- All 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.

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 staff are confident and fully trained in administering medical care when this is required.
- We review our practices to ensure that we are fully implementing this policy

Curriculum

The curriculum offered at Stanmore Montessori encourages children to develop positive attitudes about themselves as well as people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

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

- Making children feel valued and good about themselves.
- Ensuring that children have equality of access to learning.
- Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made.
- 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, eg 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 and acknowledging a wide range of festivals, religions and beliefs.
- Creating an environment of mutual respect and tolerance
- Differentiating the curriculum to meet children's special 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 special 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 learning.

- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Valuing Diversity in families

- We welcome the diversity of family lifestyles and work with all families
- We encourage children to contribute to stories of their everyday life to the setting
- We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion

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
- We help children to learn about a range of food and of cultural approaches to mealtimes and to respect the differences among them.

Legal framework

- The Equality Act 2010
- Care Standards Act 2002
- Childcare Act 2006
- Children and Families Act 2014
- Children Act 2004
- Special Education Needs and Disability Act 2001
- SEND Code of practice: 0 to 25 years (Sept. 2024)

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
1 September 2026	Nicky Quint	*1 September 2027*