At 2 Little Birds Pre-school and Hutton Pre-School and Childcare we aim to acknowledge and value each child's individuality, ability, culture, religion, language, and family group. We do this by taking into account each child's life experiences and needs. This will give our children the self-confidence to move on to the next step in their development. This policy helps to ensure that 2 Little Birds Pre-school and Hutton Pre-School and Childcare promotes the individuality of all our children.

We recognise that parents/guardian/carers are young children's first educators and welcome their involvement in our setting in order to ensure that the children's home base learning and learning opportunities we offer extend and reinforce each other.

We actively seek to remove the barriers that may hinder or exclude individual children and we continuously strive to achieve full inclusion by evaluating our practice.

**Legislation**

* Race Relations Act 1976
* Race Relations Amendment Act 2000
* Sex Discrimination Act 1986
* Children Act 1989
* Special Educational Needs and Disability Act 2001
* Equalities Act 2010 (9 Protected Characteristics)

**Procedures**

Staff will ensure that children:

* Feel secure and know that their contributions are valued.
* Appreciate and value the differences they see in others.
* Take responsibility for their own actions.
* Feel confident and comfortable in clothing that is appropriate to their religious beliefs.
* Use materials that reflect a range of social and cultural backgrounds, without stereotyping.
* Have a common curriculum experience that allows for a range of different learning styles.
* Have challenging but achievable next steps that enable them to develop their skill and succeed.
* Are encouraged to participate fully, regardless of disabilities or medical needs.

Information, written and spoken will be clearly communicated in as many languages as necessary. Children and adults with English as an additional language are valued, and their languages and skills will be recognised and respected in our setting.

The medical, cultural, and dietary needs of the children, families and adults working in our setting will be met.

We plan our programme to extend the children's experiences and knowledge of other cultures, languages and celebrations.

We ensure that the activities reflect the diversity of our society not just our setting.

We encourage the children to explore in a possible way the differences and diversity of people by ensuring the representations of people are accurate and realistic i.e. dolls, puppets, books and models.

Discriminatory behaviour or remarks are unacceptable in our setting and will be challenged. We will respond in a way that is sensitive to the feelings of the victim and help those responsible to understand and overcome their prejudices.

We monitor our practice and have meetings to discuss and decide how to improve our practice and procedures.

**Inclusion for SEND**

Inclusion in its broadest sense is about practice that ensures everyone ‘belongs’. 2 Little Birds Pre-school and Hutton Pre-School and Childcare we believe that inclusion applies to practices, attitudes and values that create a community where everyone can be long and can contribute.

An overriding principle of the EYFS is to provide an inclusive practise giving consideration to ‘A unique child’.

Special educational needs and disability (SEND) includes physical, emotional, sensory and learning needs. 2 Little Birds Pre-school and Hutton Pre-School and Childcare are committed to developing additional relationships with other professionals when working with children with SEND. We believe that communication between all professionals and the child’s parent is key so that practitioners can get a clear picture of the child’s learning and development. This information will be used to ensure that a child’s time at 2 Little Birds Pre-school and Hutton Pre-School and Childcare is fulfilling and enriching.

**English as an additional language (EAL)**

At 2 Little Birds Pre-school and Hutton Pre-School and Childcare we will endeavour to find out as much as we can about a child’s prior language experience and any education they have received elsewhere. Parents, as the first educators, are an important source of information and as such, practitioners at 2 Little Birds Pre-school and Hutton Pre-School and Childcare are encouraged to work closely with parents and careers to help support the development of spoken English.

**Children from Minority Groups**

The ethnicities of children within a setting can be diverse. At 2 Little Birds Pre-school and Hutton Pre-School and Childcare we understand that children may be refugees or asylum seekers, that their families may have histories of persecution and trauma. Children may come from settled communities or travel frequently. Cultural background may also determine how early education is perceived. It may affect how much experience a child has had of school or other early years settings before their EYFS profile assessment. 2 Little Birds Pre-school and Hutton Pre-School and Childcare Practitioners will take care to make sure the learning environment echoes children’s positive experiences. Children will be given opportunities such as role-play, cookery, celebrations, visits to special places or events are linked to their cultural experience.

**Training**

* We seek out training opportunities for staff and volunteers to enable them to develop practices, which enable all children to flourish.
* We review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion.

This policy was adopted at a meeting of:..............................................................................

Date:.......................................................................................................................................................

Date to be reviewed:.......................................................................................................................

Signed:...................................................................................................................................................

Print Name:........................................................................................................................................

Position of signatory:.....................................................................................................................