

Equality, Diversity and Inclusion Policy



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 family structures that include two parent, one parent and same sex parent families. Some children have close links with extended family members, while others may be more removed from close kin, or live with other relatives or foster carers. Some children have needs that arise from disability or impairment or have parents/carers that are affected by disability or impairment.

Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of many factors which could include (but not limited to) their ethnicity, the languages they speak, their religious or belief background, their gender or their support needs.

We understand that these factors can affect children's well-being, learning and attainment.

3 Corners is committed to anti-discriminatory practice, inclusion 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 contributions are valued.
- include and value the contribution of all families to our understanding of equality and diversity.
- provide positive, non-stereotyping information about gender roles, diverse family structures, diverse ethnic and cultural groups and people with disabilities.
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- make inclusion a thread which runs through all the activities of the setting; and
- foster good relations between all communities.

Procedures

Admissions (please also see our admissions policy)

Our setting is open to all members of the community

- We advertise our service widely, when the need arises.
- We reflect the diversity of our community in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.

- We base our admissions policy on a fair system.
- We do not discriminate against a child and their family, or prevent entry to our setting, on the basis of a characteristic as defined by the Equalities Act (2010). These are:
 - Age
 - Disability
 - Gender re-assignment
 - Marriage and civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation
- We develop an action plan to ensure that people with support needs can participate successfully in the services offered by 3 Corners and in the curriculum offered.
- 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 explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service (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.
- Training is accessed through the Early Years Alliance Educare, Early Excellence, Calderdale's Safeguarding Children Board and independent training organisations.

Curriculum

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

We do this by:

- making children feel valued and good about themselves and others.

- ensuring that children have equality of access to learning.
- reflecting the widest possible range of communities in the choice of resources.
- adjusting the environment based on individual needs.
- avoiding stereotypes or derogatory images in the selection of materials.
- celebrating a range of festivals that are relevant to the children that attend the setting.
- creating an environment of mutual respect and tolerance.
- helping children to understand that discriminatory behaviour and remarks are unacceptable.
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities.
- ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning; and
- ensuring that children speaking other languages are supported in the maintenance and development of their home languages.

Valuing Diversity in Families

- We welcome the diversity of family life and work with all families.
- We encourage children to contribute stories of their everyday life into the setting.
- We encourage parents/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 the means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

Food

- We work in partnership with parents/carers to ensure that the dietary requirements of children that arise from medical, religious, lifestyle choice or cultural needs are met.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating and to respect the differences among them.

Management Committee Meetings

- Meetings are arranged to ensure that all families who wish to, may be involved in the running of the setting.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation, where necessary - to ensure that all parents/carers have information about, and access to, the meetings.

We monitor and review our practices annually to ensure our strategies meet the overall aim to promote equality, inclusion and to value diversity.

Legal Framework

- The Equality Act (2010)
- Children Act (1989) & (2004)
- Special Educational Needs and Disability Act (2001)
- Early Years Foundation Stage (2024)

This policy was reviewed by the staff of 3 Corners on ~~25⁶th April~~ May 202~~5~~4 and agreed and adopted, on behalf of the Management Committee by Sharon McElhone (Business Manager).

Signature: