

## **Pre-school Learning Alliance Children's Centre Procedures**

CC8 Standard Practice - equality procedures

### **CC8.1 Promoting inclusion, equality and valuing diversity**

**Pre-school Learning Alliance centres actively promote inclusion, equality of opportunity and the valuing of diversity. This builds on the Alliance's organisational policies. The Alliance supports the definition of inclusion as stated by the Early Childhood Forum, of which we are member contributors:**

***'Inclusion is the process of identifying, understanding and breaking down the barriers to participation and belonging.'***

#### **Links to Every Child Matters**

Being healthy  
Staying safe  
Enjoying and achieving  
Making a positive contribution  
Achieving economic well-being

**Promoting a single equality approach in Pre-school Learning Alliance centres includes:**

1. Promoting and fostering a strong identity, positive self-concept and self-esteem for all children and families by treating each family individuals and with equal concern, ensuring their needs are recognised and met
2. Challenging discrimination where it impacts on a child, family or staff member and fostering positive attitudes towards difference and equality. Implementing a Single Equality Strategy to foster a 'can do' approach.
3. Promoting positive and dynamic mixed gender, culturally, socially and linguistically diverse staff teams who work constructively together in providing for diverse communities.
4. Ensuring that barriers to accessibility are identified and removed or minimised wherever possible.

**1. Promoting and fostering a strong identity, positive self-concept and self-esteem for all children and families by treating each family individuals and with equal concern, ensuring their needs are recognised and met**

- Discussing aspects of identity with parents and families who are new to the centre.
- Using positive language with children and families to talk about skin colour, hair texture, physical attributes, different ability, languages spoken (including signing) and gender attributes.

- Becoming knowledgeable about different cultures, and individual subjective perceptions of these, and reflecting them creatively in the centre to create pride and interest.
- Providing visual materials, such as posters and pictures that provide positive images of people, places and cultures and gender roles that are within families' range of experience. This includes photographs taken by staff of the local and wider community, of parents and families and local cultural events.
- Using textiles, prints, sculptures or carvings from diverse cultures in displays.
- Ensuring that learning materials, toys and other resources reflect diversity.
- Developing a range of activities in which children and families can explore aspects of their identity, explore differences and develop empathy. These can include:
  - Use of textiles and artefacts in the centre, that demonstrate valuing of the cultures from which they come
  - An information area with a variety of books, some with dual language texts, involving families in the translation where possible.
  - Examples of writing in other scripts from everyday sources such as papers and magazines, packaging etc.

**2. Challenging discrimination where it impacts on a child, family or staff member and fostering positive attitudes towards difference and equality. Implementing a Single Equality Strategy to foster a 'can do' approach**

- Allegations of discriminatory remarks or behaviour are treated seriously. However, young children are learning how to grow up in a diverse world and develop appropriate attitudes. This is difficult and they will make mistakes; they will pick up inappropriate attitudes or just get the 'wrong idea' that may underlie attitudes of 'pre-prejudice'.
  - Where a parent or visitor makes discriminatory remarks to staff at any time, or to other persons while on the premises, this is recorded and is reported to the centre manager. The policy is explained and the parent or visitor asked to comply while on the premises. Parents or visitors should be given the chance to amend their behaviour and an 'escalatory' approach taken with those who continue to make discriminatory remarks or engage in discriminatory behaviours. The second stage will comprise a letter to the parent or visitor requesting them to sign a written agreement not to make discriminatory remarks or behave in discriminatory ways.
  - If the behaviour involves violence or threats of violence, the police should be called and a review of the child's place occurs with the Area Manager or other line manager.
  - The centre manager will follow human resource department's procedure for managing cases of alleged discriminatory remarks or behaviour by a member of staff.
  - Where the centre suffers extreme racist behaviour from an organised group, or individuals external to the centre this is reported to the police immediately; full written
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statements made by staff and it is recorded in the incident record book. It is reported to the Area Manager, or other line manager, who reports this to the Assistant Divisional Director and Divisional Director, who liaise with the police to address the situation.

### **3. Promoting dynamic and balanced mixed gender, culturally, socially and linguistically diverse staff teams who work constructively together in providing for diverse communities.**

- It is recognised that members of staff in diverse teams bring a range of views and opinions to the setting regarding a range of issues to do with the job. It is important that a range of views and perspectives are shared and respected in staff meetings and that decisions are made on which way of looking at the situation will result in the best outcomes for the child and family
- Staff's views are sought where these offer cultural insight, although staff should not be put in an uncomfortable position of being an 'expert' or 'ambassador'.
- Staff make the best use of different cultural perspectives in the team to find solutions to difficult problems that arise in culturally complex situations.
- Staff are supportive to each other and respect differences, agreeing to disagree amicably at times.
- Staff of both sexes carry out all tasks according to their job description – there are no jobs that are designated men's or women's jobs.
- Staff are sensitive to the fact that male workers may be vulnerable to allegations and develop work practices to minimise this. These practices are valuable for all staff.
- Where staff may feel threatened, or under attack, from discriminatory behaviour, staff and Managers provide tangible support to reduce vulnerability.
- There is an ethos wherein staff, parents and children are free to express their cultural selves and speak their own languages in ways that enhance the culture of the centre.

### **4. Ensuring that barriers to accessibility are identified and removed or minimised wherever possible.**

- Physical barriers to accessing the centre and its services are identified and measures taken to remove, avoid or alter the physical barrier to the service wherever possible, based upon the principles of risk assessment
- Other barriers to accessing the setting and its services are identified and minimised at every opportunity.