



Harvard Park Policies and Procedures:  
**Valuing Diversity and Promoting Inclusion and  
Equality**

## 4. Valuing Diversity and Promoting Inclusion and Equality

### Policy Statement

Our setting is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families. We are committed to ensuring that our service is fully inclusive in meeting the needs of all children.

We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs and values. They may grow up in family structures that include one or two parents of the same or different sex. Children may have close links or live with extended families of grandparents, aunts, uncles and cousins; while other children may be more removed from close kin or may live with other relatives or foster carers. Some children come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status. Some individuals face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status. We understand that all these factors can affect the well-being of children within these families and may adversely impact on children's learning, attainment and life outcomes.

Our setting 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.
- actively include and value the contribution of all families to our understanding of equality and diversity.
- promote positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- make inclusion a thread that runs through all the activities and displays of the setting.
- challenge and eliminate discriminatory actions based on a protected characteristic as defined by the Equality Act (2010) namely:
  - age.
  - gender.
  - gender reassignment.
  - marital status.
  - pregnancy and maternity.
  - race.

- disability.
  - sexual orientation; and
  - Religion or belief.
- o where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the service or need different things from the service.

## **Procedures**

### **Admissions**

Our setting is open to all members of the community.

- o We base our Admissions policy on a fair system.
- o We do not discriminate against a child or their family in our service provision, including preventing their entry to our setting based on a protected characteristic as defined by the Equality Act (2010).
- o We advertise our service widely.
- o We provide information in clear, concise language, whether in spoken or written form and provide information in other languages (wherever possible).
- o We reflect the diversity of our community and wider society in our publicity and promotional materials.
- o We provide information on our offer of provision for children with special educational needs and disabilities.
- o We ensure that all parents/carers are made aware of our Valuing Diversity and Promoting Equality policy.
- o We make reasonable adjustments to ensure that disabled children can participate successfully in the services and in the curriculum offered by the setting.
- o We act against any discriminatory, prejudice, harassing or victimising behaviour by our staff, volunteers or parents/carers whether by:
  - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of a specific ethnic group from using the service.
  - indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English in the setting.
  - discrimination arising from a disability – someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity.
  - association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
  - perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation.

- We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia).
- Displaying of openly discriminatory xenophobic and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on, or around, our premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

### **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.
- 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 Criminal Records Bureau 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 relevant medicines and performing invasive care procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

**Curriculum:** The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to 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 the setting is found to treat disabled children or adults less favourably, we make reasonable adjustments to accommodate the needs of disabled children and adults. We ensure our practice is full inclusive by:

- Creating an environment of mutual respect and tolerance.
- ensuring that children have equality of access to learning.
- undertaking an access audit to establish if the setting is accessible to all children.

- Fully differentiating the environment, curriculum 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, e.g. recognising the different learning styles of children.
- positively reflecting the widest possible range of communities in the choice of resources.
- modelling desirable behaviour to children and helping children understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- avoiding stereotypes or derogatory images in the selection of books or other visual materials.
- celebrating a wide range of festivals and holy days, collaborating with parents/carers on celebrations which are not commonly celebrated.
- 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; and
- 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 stories of their everyday life to 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 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.
- We take positive action to encourage disadvantaged and under-represented groups to use the setting.

### **Food**

- We work in partnership with parents/carers to ensure that the medical, cultural and dietary needs of children 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.
- We aim to provide a wide range of foods and flavours for the children to experience so they are able to develop personal preferences and encourage them to communicate these.

### **Meetings**

- Meetings are arranged to ensure that all families who may wish to be involved in the running of the setting, are actively encouraged to do so.
- We positively encourage fathers to be involved in the setting, especially those fathers who do not live with the child.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation – this ensures that all parents/carers have information about as well as access to the meetings.

### **Monitoring and reviewing**

- To ensure our policies and procedures remain effective, we will monitor and review them annually and ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure and a complaints summary record for parents/carers to see.
- Where necessary, for example changes in legislation or guidance, policies and procedures may be reviewed earlier than scheduled.

### **Public Sector Equality Duty**

- We have regard to the Duty to eliminate discrimination, promote equality of opportunity, foster good relations between people who share a protected characteristic and those who do not.

This policy was adjusted by Harvard Park.

Date meeting was held on 30/04/2026

Signed on behalf of the Directors and Proprietors

**Nicki Saunders and Tracey Milstead**