



Our Pride, Our Joy Ltd

Fierté Multi-Academy Trust

Equality and Inclusivity Policy (inc British Values and Cultural Capital)

At the heart of Our Pride, Our Joy are both the UNICEF Rights Respecting values and articles and Learning Behaviours. Through these, we aim to put children's rights at the heart of our Early Years Provision and Care Club. We work together to embed children's rights in our ethos and culture; to improve well-being and develop every child's talent and ability to their full potential. We aspire to give children a sense of pride and achievement in all that they undertake.

Document Control

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Version Control

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1.0	July 2019	Sharon Shilling	Issued
2.0	April 2021	Sharon Shilling	Equality statement added
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4.0	Autumn Term 2023	Sharon Shilling	Logo change

Purpose of this policy:

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality across Our Pride, Our Joy in line with The Fierté Multi-Academy Trust.

The purpose of this policy is to ensure all members of staff, volunteers, trustees, and executive team are aware of the equality and inclusivity policy and procedures that Our Pride Our Joy nursery and care club staff follow.

This policy links to the overarching principle that *every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured (EYFS 6)*

Equality means being fair, respectful, and recognising the individual needs and identities of all others. It also refers to the way we handle cases of prejudice and discrimination to ensure there is fairness in the process and outcome.

Early years settings are well placed to provide a safe environment where parents, staff and children can learn about each other's differences and similarities and in turn learn to empathise and value each other early on in life.

Inclusivity recognises that every child is uniquely different and benefits from us all working together as a united community.

Inclusive early years practice is the development of positive attitudes, clear strategies, and positive approaches towards equality within early years provision. It also means providing children with the best possible support during the earliest years of their learning and growing, so they can live a fulfilling and happy life both now and in the future.

Aims:

- ⊗ Ensure all children can reach their full potential and have an equal chance to live their life as they choose.
- ⊗ Ensure all members of staff and children are sensitive to the needs of others. This includes those groups which may be discriminated against.
- ⊗ Make the premises as accessible as possible to all members of the nursery and care club.
- ⊗ Ensure the staff and management committee reflect the make-up of the local community.
- ⊗ Resources are provided, and activities arranged, which cater for the interests, abilities, and aptitudes of all the children attending. No child is excluded from any activity, and this in turn means that staff actively encourage sharing and the rotation of activities. Boys and girls are equally encouraged to participate in sport, creative work and "quiet times".
- ⊗ Children are welcomed with specific additional needs and will be encouraged and supported to take part in all activities.

Through the creation of an enabling and inclusive environment we will support young children's development, health, education, and well-being.

British Values

- ⊗ Democracy
- ⊗ The rule of law
- ⊗ Individual liberty
- ⊗ Mutual respect and tolerance of different faiths and beliefs

Aims:

At Our Pride, Our Joy Ltd we develop the children's British Values throughout the daily activities.

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development

- ⊗ We let children know their views count and encourage them to value each other's opinions and values.
- ⊗ We help demonstrate democracy in action, for example, by letting children choose how and where to learn.
- ⊗ We provide activities that involve turn-taking, sharing and collaboration.
- ⊗ We give children opportunities to develop enquiring minds by creating an atmosphere in our setting where all questions are valued.

Rule of Law:

Understanding Rules as cited in Personal, Social and Emotional Development. As part of the focus on managing feelings and behaviour.

- ⊗ We help and support the children to understand their own and others' behaviour and its consequences, helping them to distinguish right from wrong.
- ⊗ We work with children to create the rules and the codes of behaviour, such as agreeing the rules about tidying up, and ensuring children understand that the rules apply to everyone.

Individual Liberty: freedom for all

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal, Social and Emotional Development and Understanding the World.;

- ⊗ We provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example, through allowing children to take risks in the outdoor area and talking about their experiences and learning.
- ⊗ We encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand everyone is free to have different opinions.

Mutual Respect and Tolerance: treat others as you want to be treated.

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal, Social and Emotional Development and Understanding the World.

- ⊗ We encourage and explain to the children about the importance of tolerant behaviours, such as sharing and respecting each other's opinions.
- ⊗ We promote diverse attitudes and challenge stereotypes, for example, by sharing stories that reflect and value the diversity of children's experiences.
- ⊗ We provide resources and activities that challenge gender, cultural and racial stereotyping.
- ⊗ We create an ethos of inclusivity and tolerance within our nursery where views, faiths, cultures, and races are valued.
- ⊗ We aim to arrange visits whereby children can engage with the wider community.
- ⊗ We encourage children to acquire a tolerant, appreciation and respect for their own and other cultures by discussing with them the similarities and differences between themselves and their friends, and among families, faiths, communities, cultures, and traditions.
- ⊗ We share and discuss practices, celebrations, and experiences from different cultures.

Cultural Capital

Cultural capital is about preparing children with the knowledge and skills for what comes next. In our provision we aim to help children to experience 'the awe and wonder' of the world around them as well as extending their understanding beyond what they can see and hear. We aim to provide opportunities to build on the children's prior experiences and offer a broad curriculum which encompasses the possibility of new experiences.

We aim to achieve this by.

- ⊗ Providing an enabling environment in which children can learn and develop through experiences that respond to their individual needs.
- ⊗ Increasing our links in the community.
- ⊗ Celebrating differences in cultural and religious festivals.
- ⊗ Include drama and songs, stories, and adventure in the great outdoors as part of our daily provision.
- ⊗ Listening to different genres of music.
- ⊗ Following a 'planning in the moment' ethos.