



Children of the World Montessori School

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Equality, Inclusion and Valuing Diversity Policy

Aims:

COTW is committed to providing equality of opportunity and anti discriminatory practice for all children and families. We respect race, culture, gender, special needs, disability and age in adults and children.

We aim to:

- Provide a secure environment in which all children can flourish and in which all contributions are cherished.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive, non stereotyping information about different ethnic groups and people with disabilities.
- Improve our knowledge and understanding of issues of equality and diversity.
- Make inclusion a thread which runs through all of the activities of COTW.

This policy has been compiled with respect to the following:

- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976, 1986
- Children Act 1989 and 2004, 2006
- The Equality Act 2006
- Disability Discrimination Act (DDA) 1995, 2005
- Special Educational Needs and Disability Act 2001

Methods:

We have a named person, Alexis Hall who co-ordinates our Equality, Inclusion and Valuing Diversity policy.

Our Nursery is open to all members of the community.

- We advertise our service widely and throughout the community.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in written or spoken form.
- We base our admissions policy on a fair system.
- We do not discriminate against a child or their family, or prevent entry to our setting on the basis of colour, ethnicity, religion or social background, such as being a member of the travelling community or an asylum seeker.
- We do not discriminate against a child with a disability.
- We are unprejudiced to diversity in individuals both children and adults and therefore all types of person may participate in an appropriate manner at COTW.
- We make sure that all parents are aware of our equal opportunities policy.

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. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme. This ensures fairness in the selection process.
- All job descriptions include a commitment to equality and 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 practices which enable all children to flourish.
- We ensure that staff are confident and fully trained in first aid and administering relevant medicines and performing invasive care when these are required.
- We review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion.

Curriculum:

- The curriculum offered at COTW encourages children to develop positive attitudes 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 children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults.

We do this by:

- Making the children feel valued and good about themselves.
- Ensuring that children have equality of access to learning.
- Making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments.
- Making appropriate provision within the curriculum to ensure that each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of boys and girls.
- Differentiating the curriculum to meet children's special educational needs.
- Reflecting the widest possible range of communities in the choice of resources avoiding stereotypes or derogatory images in the selection of materials.
- Celebrating a wide range of festivals.
- 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 learning English as an additional language are supported in their learning.

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 nursery.
- We encourage parents/carers to take part in the life of the nursery and to contribute fully.
- For families who speak languages in addition to English, we will develop a means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means.

Food:

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, cultural approach to snack time and eating and respect the differences among them.

Monitoring and Reviewing:

- To ensure that our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meet the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

This policy was adopted by the managers and staff and updated on 24 October 2018 Signed on behalf of Children of the World Montessori School.

“Our setting is committed to safeguarding and promoting the welfare of children, young people and adults at all times and expects everybody working within this setting to share this commitment”