



Creative Kids Early Learning Centre

Equality and Inclusion Policy

Statement

We at Creative Kids Early Learning Centre will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, special educational needs, ability or disability. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

Aim

- To provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and 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 ethnic and cultural groups and disabled people
- To improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
- To make inclusion a thread that runs through all of the activities of the setting

The legal framework for this policy is:

- Human Rights Policy UAE
- The Equality Act 2006 (UK)
- Disability Discrimination Act (DDA) 1995, 2005 (UK)
- Race Relations Act 1976 (UK)
- Race Relations Amendment Act 2000 (UK)
- Sex Discrimination Act 1976, 1986 (UK)
- Children Act 1989, 2004 (UK)
- Special Educational Needs and Disability Act 2001 (UK)
- UAE DISABILITY ACT (Federal Law No.29/2006) – In respect of the Rights of the people with special Needs.
- The Revised SEN Code of Practice
- 1989 Children's Act
- Disability Discrimination Act 1995
- UN Convention on the Rights of the Child
- Removing Barriers to Achievement 2004
- The Childcare Act 2006 (Incorporating Every Child Matters)
- THE UAE CHILD RIGHTS LAW (2016)

UAE Foreign Minister Sheikh Abdullah bin Zayed Al Nahyan laid out the political parameters of UAE human rights policy in an address to the UN General Assembly:

... Moderation and tolerance are basic principles in guiding our political orientation and represent lofty values to the citizens of the United Arab Emirates and to our society as a whole. In this sense, the United Arab Emirates has been and will remain committed to moderation in its approach and accepts

other communities as part of a diverse world built on mutual respect. It is these human values which have informed our convictions with regard to many issues such as counterterrorism, human rights, the empowerment of women, and coexistence among peoples and communities.

Method

In order to meet our legal duties, promote equality and inclusion in our setting and value diversity we follow these procedures:

Admissions

- CKELC is open to all members of the community.
- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equality and diversity policy and all other relevant policies.
- 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 a Travelling community or an asylum seeker.
- We do not discriminate against children with determination. Consideration needs to be given to any reasonable adjustments required to include any child who may be challenged in any manner or needs additional or special educational needs.
- We develop an action plan to ensure that all individuals can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying 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 criteria required.
- Applicants are welcome from all backgrounds and cultures. Posts are open to all, subject to appropriate experience and qualifications.
- We may use 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. This ensures fairness in the selection process.
- All job descriptions include a commitment to valuing equality, inclusion 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 trained in administering relevant medicines and performing invasive care procedures.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

Curriculum and environment

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. The environment is accessible for all visitors and service users. Reasonable adjustments have been made to accommodate the needs of disabled children and adults. We do this by:

- making children feel valued and good about themselves
- 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 each child receives the widest possible opportunity to develop their skills and abilities; e.g. recognising the different learning styles of girls and boys
- positively reflecting the widest possible range of communities by enhancing the choice of resources
- avoiding stereotypes or derogatory images in the selection of books or other visual materials
- celebrating a wide range of festivals
- creating an environment of mutual respect and tolerance
- 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 children learning English as an additional language have full access to the curriculum and are supported in their learning
- 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.

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, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Monitoring and reviewing

- To ensure our policy and procedures remain effective we follow the Early Years Foundation Stage (EYFS) statutory guidance and review our policies annually to ensure our strategies meet the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure (refer to our complaints policy)

Links to other policies

This policy links to and should be read in conjunction with all other centre policies but particularly partnership with parents, equalities, confidentiality, information sharing, play, behaviour, safeguarding, health and safety.

Policy implementation

- The Centre Manager/Head teacher has overall responsibility for the implementation, review and evaluation of this policy.
- All new staff and visitors to the centre will be made aware of this at induction and will be consulted and involved in any change to the policy.
- Parents can access this policy, in the policy folder maintained at the Centre reception and via any member of staff.
- Parents accessing the Centre, will be informed of this policy as part of the settling in procedure.
- This policy will be enforced and supported through team leader meetings, team meetings.
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