



Equality, Diversity & Inclusion Policy

(Includes British Values & EAL and Looked After Children)

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Employers and staff at Rocket Productions are dedicated to providing a welcoming, sensitive and stimulating environment for all parents/carers and children. Adults and children are at all times treated equally and fairly. Our environment is as accessible as possible for all visitors and service users. A commitment to implementing our equality and inclusion policy will form part of each employee's job description. This policy should be read in conjunction with our Disability Policy and Disability Equality Duties.

'Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging. Inclusive early years practice is about anticipating, paying attention, responding to and reflecting on the needs and interests of all children. A commitment to inclusion permeates all aspects of our educational programmes, approach and environment, as well as shaping every interaction with children, parents and other professional's (Birth to 5 Matters, 2024).

We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act 2010. These are:

- disability;
- race;
- gender reassignment;
- religion or belief;
- sex;
- sexual orientation;
- age;
- pregnancy and maternity; and
- marriage and civil partnership

Rocket Productions will ensure that our service is fully inclusive in meeting the needs of all adults and children. We believe all people are equal and we aim to respect and value their differences by fostering a sense of identity in an environment free from any prejudice. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures. Some children have needs that arise from disability or impairment or may have parents that are affected by disability or impairment. We understand that these factors affect the well-being of children and can impact on their learning and attainment. This is embedded in one of our core Rocket Values:



Be kind

(to oneself, to others, and to the environment. Understanding that our thoughts and actions have an impact, promoting tolerance, respect and valuing diversity).

Aims

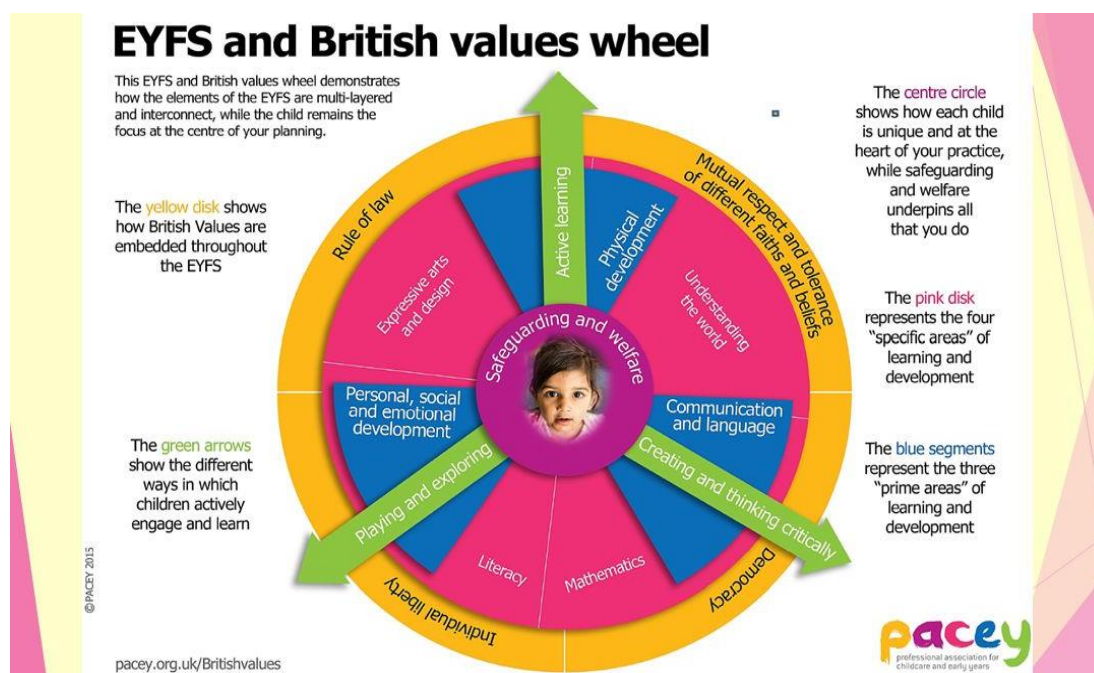
- We aim children to achieve the outcomes set in Every Child Matters (DSCF 2004) and United Nations Convention on the Rights of the Child (UNCRC)
- We aim to encourage self-respect and respect for each other in our contact with children, parents and staff
- We aim to reprimand any conduct, name-calling or bullying by children, parents or staff that threatens the self-esteem of any individual
- We aim to promote the child's right to be part of a community, free from direct or indirect discrimination
- We work in partnership with different services within our community, you can find a link to the Local Offer at the Parents Portal in our website
- We aim to facilitate and support the child's needs, as indicated by the individual, rather than treating all children alike
- We believe that every person has the right to achieve his or her potential and that every child should have equal access to the curriculum
- We aim to support an awareness of multi-cultural values
- We aim to promote non-sexist, non-racist conduct within the setting, we are all role-models
- We aim to enhance the children self-esteem and self-confidence by positively working to reduce any gender or sexual stereotyped prejudice, including looking at class resources and the language teachers use to address different genders to avoid stereotyping
- We aim to allow the child's freedom to work towards his/her independence
- We aim to promote peace, harmony in the classroom
- We aim to challenge inappropriate attitudes and practices
- We aim to monitor, review and evaluate the effectiveness of our inclusive practices
- We aim to continually improve our knowledge and understanding of issues of equality, inclusion, and diversity
- We aim to recruit, select, train and promote individuals on the basis of professional skills requirements. We also ensure that no job applicant or employee receives less favourable treatment because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation



In dealing with prejudices and grievances, we use stories, role-play and encourage discussion to help children develop social skills, empathy and understanding for each other. We also encourage parents and carers to come into the setting. We recognise and respect parents' responsibility for their children and we are always available and open to discussion as such. For complaints, parents of children may complain directly to the Head Teacher. Complaints will be logged, and securely filed for 3 years. See Complaints procedure Policy and UK GDPR Policy.

British Values

The curriculum offered in the setting follows the Early Years Foundation Stage Framework (EYFS). We encourage 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.



Since all Pre-Preps are part of multi-cultural, multi-lingual, multi-racial communities, Rocket Productions thrives to obtain resources which reflect all children attending the setting. We foster fundamental **British values** such as **democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.**

This is evident across the curriculum, choice of topics and celebration of different cultures and festivals. We are committed to working with parents and other agencies to promote and encourage the practice of equal opportunities. Please see also Working in partnership with parents' policy. We encourage parents to come in to celebrate festivals from their home countries, or to read books in different languages or to teach children about different places and cultures.



We also work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met.

Inclusive practice and diversity in the curriculum

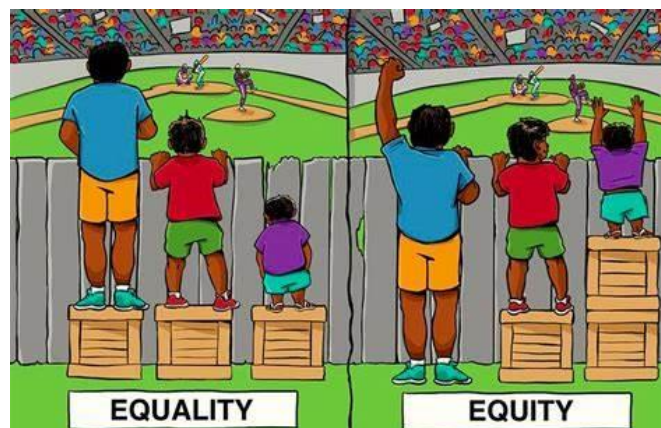
A commitment to valuing and respecting the diversity of individuals, families and communities sits at the heart of our Rocket values and approach to teaching and learning. It is in the Early years when children begin to learn about themselves and others, they are influenced by their environment and the adults around them. They learn from everything they see, hear and do and this shapes how they see themselves and others as they grow up. Therefore, we expect all staff to become role-models and to challenge stereotypes and misunderstandings as they arise in play, conversation, books or other contexts – whether about communities, families, languages, gender, special educational needs, disabilities, race, ethnicity, faith or cultures.

The UN Convention on the Rights of the Child (UNCRC) is clear that every child has a right to an identity and part of the goals of education is to foster respect for their own and other cultures. While it is important for children to see their own identity reflected in positive ways in the setting, it is equally important for children in settings where there is little diversity to become aware of and to appreciate difference. Culture and the inclusion of culture shouldn't be a one-time event or an activity (tokenism), therefore we will aim for diversity (e.g. different races, disabilities, ages, types of families) to be a part of our continuous provision (e.g. photographs, books, posters, small world play materials that depict and enable acting out a range of identities which actively challenge stereotypical representations and avoid tokenism, role-play clothing, inviting families to read/sing/play childhood games in their own home languages, etc). Children of both genders will have equal opportunity and access to all areas of the curriculum. Boys and girls will be encouraged to play and to participate equally in the full range of activities both inside and outside the classroom and staff are aware of not using gender biased language and resources.

We are sensitive to the different learning styles and individual journeys which children may take up. We strive to support children with learning difficulties and disabilities and in doing so we will have regard to the SEN code of practice. Please see our SEND Policy. Staff working with children with Special Educational Needs and Disabilities (SEND) acknowledge and value each child, emphasising what they can do through a strengths-based perspective on disability.



'Equity and inclusion require more than treating everyone the same. There is an important difference between equity and equality. Equality aims to provide fairness through treating everyone the same regardless of need, while equity achieves this through treating people differently dependent on need. While it is vital for all children and their families to be included and for difference to be celebrated, it is also important that early years practitioners are aware of the significant physical, emotional and cognitive barriers many children encounter in accessing early education.' (Birth to 5 Matters)



Inclusive curriculum and interactions are promoted by

- Identifying a key person to each child who will ensure that each child's care is tailored to meet their individual needs and continuously observe, assess and plan for their learning and development
- Listening to children (verbally and non-verbally) and making children feel included, valued and good about themselves
- Ensuring that we know what each child knows and "can do" and have equal access to tailored early learning and play opportunities
- Reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypical or derogatory images in the selection of materials
- Acknowledging and celebrating a wide range of religions, beliefs and festivals
- Creating an environment of mutual respect
- Supporting children to talk about their feelings and those of others, manage emotions and develop empathy
- Helping children to understand that discriminatory behaviour and remarks are unacceptable
- Knowing children well, being able to meet their needs and know when they require further support
- Ensuring that all early learning opportunities offered are inclusive of children with special educational needs and/or disabilities and children from disadvantaged backgrounds
- Ensuring that children whose first language is not English have full access to our early learning opportunities and are supported in their learning
- Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made
- Ensuring the medical, cultural and dietary needs of all children are met and help
- children to learn about a range of food and cultural approaches to meal times and to respect the differences among them.



Best children's books that celebrate diversity

Diverse and Inclusive Books: EYFS | Nursery, Preschool & Reception (booksfortopics.com)

Best children's books about diversity | The Independent

Staff & Inclusion

Rocket Productions aims to ensure that individuals are recruited, selected, trained and promoted on the basis of occupational skill requirements. This policy is brought to the attention of every employee, applicant and service user.

Teaching and non-teaching positions are not gender-specific, and both men and women are encouraged to teach all age groups. Advertisements avoid stereotyping or using wording that may discourage particular groups from applying.

We aim to employ staff representing the cultural diversity of the area, and therefore the children attending the setting.

All staff share the same values and adhere to the Equal Opportunities & Inclusion policy and is given an equal and fair opportunity for self-development throughout their career at Rocket Productions. All staff is required to behave in a non-discriminatory manner and Rocket Productions expects staff's full support in changing practices that discard or restrict equality and to bring up to the attention of the Head Teacher any practices or behaviours that are not in line with our policies and beliefs.

The staff has no favourite in the groups of children they care for and are careful to assign equal amounts of their time to all the children in their care, showing affection for all and praising everyone's efforts. Staff will promote inclusion through the entirety of the setting and daily routines, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour from both children and adults.



Bilingual learners and EAL

Many of our children have English as an additional language. Rocket Productions ensures that children learning English as an additional language have full access to the curriculum and are supported in their learning. All our Pre-Preps provide resources which reflect children's differing linguistic, cultural backgrounds, individual needs and stages of development. These will be selected to enable individual children to progress appropriately, with sensitivity and opportunity to use and value their home language:

- Children must be given time to listen and observe whilst they "soak up" the new language.
- Display books, photos, signs... children can relate to
- Use basic key words from their own language – some of our foreign staff can also ease the interpretation and communication
- Increase awareness and understanding of cultural diversity
- Celebrate festivals and special events from children's own cultural background
- Establish a basic routine. Use visual timetable if necessary
- Encourage, praise and support the children
- Support and develop relationship with family and community providing a sense of belonging and avoiding feelings of isolation - Interpreters will be used where appropriate
- If required, additional support will be provided by Support Staff and a EAL plan will be discussed with strategies and resources to allow the child to fully access and to fully benefit from the curriculum.

Each Pre-Prep has a Learning Support Coordinator who looks after our EAL provision and is also responsible to provide advice and support to all teachers and families. For more information please see or Bilingual learners and EAL policy.

More information on how to identify and support EAL children on the Staff Portal and here:

<https://www.naldic.org.uk/eal-teaching-and-learning/outline-guidance/early-years/>

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/EAL_SEN_Booklet.pdf

[http://www.lancsngfl.ac.uk/projects/ema/download/file/EYFS%20EAL%20\(003\).pdf](http://www.lancsngfl.ac.uk/projects/ema/download/file/EYFS%20EAL%20(003).pdf)

Looked after children

The designated person for 'looked after children' is the Deputy/DSL who can also work alongside the Learning Support Coordinator where needs arise, the Head of course will have overall responsibility. The description 'looked after' is generally used to describe a child who is looked after by the local authority. The term 'looked after child' denotes a child's current legal status, however we will never use this term to categorise a child.



We are aware that there are a number of reasons why a child may go into care and these reasons may or may not include traumatic experiences or abuse. All our teachers are committed to doing all they can to support all children to fully access the curriculum and to achieve their full potential. All our staff is trained to understand our safeguarding and child protection policies and procedures. Additional professional support and training to support children's individual needs will be planned for where appropriate. Where necessary we will also develop a care plan with the carers and professionals involved to meet any needs and ensure effective information sharing.

Where applicable, we will also complete a Personal Education Plan (PEP) for any children aged three to five in partnership with the social worker and/or care manager and carers.

The key person will contribute to any assessments about the child, such as those carried out under local authorities' assessment frameworks or take part on any multi-agency and external professionals' meetings and reviews as required. Support from the Head will also be sought and provided.