Under Fives Roundabout

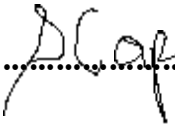
Valuing Diversity and Promoting Inclusion and Equality Policy

Policy No: 1.12

Last reviewed: March 2026

To be reviewed by: February 2027

Responsible member of staff:

Signed:  **Date:** 20/03/2026

Responsible member of Committee: Amy Joubert

Equality, diversity and inclusion policy

Statement of intent

Under Fives Roundabout is committed to providing equality of opportunity and anti-discriminatory practice for all children and families. We have named Equal Opportunities representatives (Luciana Rosado and Sam Capes) and Special Educational Needs Coordinator (Sam Capes)

We recognize and celebrate 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.

Aim

We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families using our setting. We aim to:

- Promote equality and value diversity within Roundabout and foster good relations with the local community.
- Actively include all families and value the positive contribution they make to our service.
- Promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms.
- Provide a secure and accessible environment in which every child feels safe and equally included.
- Improve our knowledge and understanding of issues relating to anti-discriminatory practice.
- Challenge and eliminate discriminatory actions on the basis of 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

- Where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged.

Procedure

Roundabout is open and accessible to all members of the community.

- We base our Admissions Policy on a fair system.
- We do not discriminate against a child or their family in our service provision, including preventing their entry to preschool based on a protected characteristic as defined by the Equality Act (2010).
- We advertise our service widely.
- We provide information in clear, concise language, whether in spoken or written form and provide information in other languages (where ever possible).
- We reflect the diversity of our community and wider society in our publicity and promotional materials.
- We provide information on our offer of provision for children with special educational needs and disabilities.
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Inclusion and Equality Policy.
- We make reasonable adjustments to ensure that disabled children can participate successfully in the services and in the curriculum offered by the setting.
- We take action against any discriminatory, prejudice, harassing or victimising behaviour by our staff, volunteers or parents 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/my] 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.

Curriculum

The curriculum offered in Roundabout encourages children to develop positive attitudes about themselves as well as about people who are different from themselves. It encourages development of confidence and self-esteem, empathy, critical thinking and reflection.

We ensure that our practice is fully inclusive by:

- Creating an environment of mutual respect and tolerance.

- Modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.

- Positively reflecting the widest possible range of communities within resources.

- Avoiding use of stereotypes or derogatory images within our books or any other visual materials.

- Celebrating festivals and holy days.

- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning.
- Ensuring that disabled children with and without special educational needs are fully supported.
- 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 mothers, fathers and other 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 encourage their full inclusion.
- We offer a flexible payment system for families experiencing financial difficulties and offer information regarding sources of financial support.

English as an Additional Language (EAL) Statement/Protocol

At Under Fives Roundabout we undertake to include all children, and welcome those who are not able to speak or understand English.

Our strategy to support these children and their families will be implemented by **all** members of staff. Temporary or new staff will receive support and information during their induction to enable them to promote the same strategies.

Children attending our setting may be monolingual in English or another heritage language; or bilingual and multilingual and therefore able to speak and understand two or more languages.

It is important to identify the child's first language at the pre-admission stage, and to establish whether the parents are able to converse in English, or whether they may need alternative support to understand the routines and learning environment that their child will experience.

To speak a language other than English, or to be bilingual, will be celebrated and not seen as a deficit or disadvantage for individual children. It is the responsibility of staff to be flexible and creative to ensure that effective communication takes place.

Creating a positive environment

Children from different cultures may find our setting environment quite strange; it is therefore important that we include pictures with which the children can identify. These may be landscapes, houses, families, or children playing.

We include labels and captions in alternative languages, and ensure that our children are aware of this resource.

Bilingual books are displayed in the book area and, when possible, families are asked to co-tell a bilingual story with the children, or to record a simple story.

The role play area will reflect diversity, and the adults are responsible for ensuring that the children respect and understand the function of the resources on offer.

Language-rich environment

Communication involves speaking, listening and understanding; it affects the social as well as the learning outcomes for children.

A language-rich environment is provided for all children, and any strategies which we use to support EAL children benefits all the children, including those with special needs.

Staff must find ways of encouraging children to keep talking, even if they are unable to do so in English:

- We will learn the question words in the child's first language and start sentences using these – the child is more likely to respond when they are aware that it is a question.
- We will keep language simple and literal initially so that the child has the best opportunity to understand.
- We will give instructions to the child individually and with eye contact, as generalised instructions are hard to follow.
- We will give plenty of time for the child to respond, including time to translate.
- We will learn keys words in the child's first language so they can tell us important things like needing the toilet, being thirsty, wanting to play with a toy.
- We will put any key words we learn on the wall, where staff unfamiliar with them can look up and check them out quickly.
- We will use non-verbal cues when working with the child.

- We will use Talking Boxes with the child in a small group.
- We will choose stories which are simple, repetitive, but interesting.
- We will build up a bank of stories with props which can be shared regularly with children.
- Whenever possible, we will borrow resources such as comics, CDs or books from the parents to share with the other children.
- We will model correct sentences for the child when they try to communicate.

Alternative ways of communicating

Up to 80% of everyday communication is non-verbal and it is vital that this knowledge is used by all staff to facilitate communication.

Therefore, all staff will engage with the EAL children using non-verbal communication alongside the verbal. This will involve the use of sign language, symbols, visual timetables, drama, and drawing, as well as props for stories.

Different stages experienced by EAL children

All staff will respect the different phases that EAL children may go through:

- Clinging/crying phase: like all new children, the child may be frightened of being left in a new environment; parents will be welcome to stay initially, or leave the child for shorter periods. The child will have a named and consistent key worker who will be able to facilitate and comfort the child during the initial settling-in period.
- Watching/silent phase: the child may not want to take part in group activities initially and should be allowed to watch and observe the other children until they are confident to join in.
- Noisy phase: some EAL children will go through a phase of shouting in order to make themselves understood. We will encourage them to speak quietly but will acknowledge and praise their efforts to communicate.
- Physical phase: children who cannot communicate in words may become physical in their interaction with other children. We will intervene calmly and model appropriate words for the child to learn such as "I want to play with the …", "please can I play too?", "can I do that?"
- Understanding/not speaking phase: we will recognise that children understand a new language much more quickly than they can speak it, and will therefore always use verbal instructions or comments alongside non-verbal ones.

Setting boundaries

All children quickly recognise the word or symbol for "stop" and all staff must ensure that the children with EAL are given the same clear boundaries as other children in the setting.

If children consistently fail to understand these, the key worker will approach the parent and ask them to explain them to the child.

Working with parents

Some families may have no personal experience of pre-school/early years education as we know it. It is important that sufficient time is given to explain to them the key principles of our system, and the routines the children follow.

Parents are asked to provide information on their country of origin, the religion, the language and the key cultural needs of the child on the admission forms. This may also include dietary requirements, which should then be shared with all staff to prevent misunderstandings.

A visual welcome pack will be made available for parents who find English difficult to understand. Any letters to parents/carers will be read and explained verbally to the parent.

Parents should be encouraged to contribute to the learning of the children by visiting, sharing significant events/festivals, and doing activities such as cooking with the children.

Assessment

No assumptions should be made of a child's ability and learning capability based solely on their ability to speak English.

Observations by staff members of what the child ‘can do’ will be a crucial part of their learning record.

Where concerns are exposed through the regular assessment of the child, it will be the responsibility of the key worker to discuss the child's first language competency with the parents. If first language competency is not age-appropriate, the key worker should inform the setting SENDCo, with a view to referring to the SENDCo team or Speech Therapist for further assessment.

When the progress of the child in their home language appears age-appropriate, the key worker should consider and discuss the needs of the child, and whether they need to be encouraged to take up more learning opportunities which are not language-dependent.

Resources

Whenever resources are being ordered they should be relevant for all the children including the EAL children. All orders will be scrutinised by the setting SENDCo and ENCo to recommend, if necessary and when possible, alternatives that are more culturally appropriate.

Responsibilities

All staff will be familiar with this protocol and be involved in seeing that it is carried out. The Manager and all staff will be responsible for sharing this protocol with all new or temporary staff.

The key worker will be responsible for liaising with the parents and monitoring the progress of the individual child.