**John Logie Baird ELCC**

**Equality and Diversity Policy**

This establishment will ensure that no child is excluded or disadvantaged because of ethnicity, religion, culture, family background, disability, gender, home language, special educational needs, rurality or ability.

**Aims:**

1. To establish feelings of respect and trust with all children and their parents and carers.
2. To treat each child an individual and provide equality of opportunity with in the establishment.
3. To encourage self-confidence and self-esteem and a positive attitude to learning in all children.

To achieve these aims we will:

1. Talk to the parents about the child’s ethnic, religious and cultural experiences at home.
2. Use this information when planning and carrying out activities within the establishment.
3. Ensure that familiar experiences are used as starting points for learning.
4. Address these objectives when planning, setting up and altering rooms, outdoor areas, displays and equipment with the establishment.

Staff should aim to create an environment that encourages a positive attitude to learning by:

1. Keeping the nursery equipment free from any discriminatory practice or stereotypical images.
2. Valuing the local community and environment as a source of learning opportunities.
3. Using displays, resources and equipment that reflect community in which the children lives as well as the wider world.
4. Ensuring all children will be given opportunities to participate in the full range of learning experiences.
5. Taking care not to let any activity become associated exclusively with either ‘boys or girls’.
6. Valuing the unique contribution that every child makes and demonstrate this by drawing in on children’s knowledge and experience.
7. By respecting each child’s individuality, that their potential is recognised, valued and nurtured.
8. Being aware of specific needs of all pupils and have access to appropriate ways of supporting their individual learning.
9. Administrative practices and daily routines are established and reviewed to avoid segregation, stereotyping or discrimination.

Getting it Right for Every Child (GIRFEC)

We will ensure that we will improve outcomes for children and work together with other agencies to address the needs and risks for all ELCC children by:

1. Using my world triangle to assess the needs of all the children.
2. Meet with the parents/carers and other agencies to help reach conclusions about children who may need additional support.
3. Meet with parents and carers and other agencies so that the child’s educational and developmental needs can be fully considered and reccomendations made to ensure that support is in place to address those needs.
4. Discussion of children’s needs should include a review of the wellbeing indicators (SHANARRI)

|  |  |
| --- | --- |
| Safe | Protected from abuse, neglect or harm at home, at school and in the community. |
| Healthy | Having the highest attainable standards of physical and mental health. Access to suitable health care and support to make healthy and safe choices. |
| Achieving | Being supported and guided in their learning and in the development of their skills; confidence and self-esteem at home, school and in the community. |
| Nurtured | Having a nurturing place to live in a family setting with additional help if needed or, where this is not possible, in a suitable care setting. |
| Active | Having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development at home and in the community. |
| Responsible & Respected | Should be involved in decisions that affect them, where appropriate should have their voices heard and should be encouraged to play an active and responsible role in their schools and communities. |
| Included | Having help overcome social, educational, physical and economic inequalities and being accepted as part of the community. |

Monitoring and Review:

It is the responsibility of the Head of Centre along with staff to monitor, evaluate and review the above policy and adjust it accordingly.

**Article 30 (children from minority or indigenous groups):** Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

**Article 23 (children with a disability)**: A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

**Article 22 (refugee children):** If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

**Article 3 (best interests of the child)**: The best interests of the child must be a top priority in all decisions and actions that affect children.

**Updated:** January 2023

**Review:** January 2024