

# How do we respect and value diversity?

	Evidence of our good practice	Next steps
What family information do we gather e.g. family make up, how to pronounce the child's name, whether the child has a 'pet' name, parents home language/s, parents understanding and spoken use of English, family religion (including festivals celebrated)?	Admissions form. 'Getting to know you form' when children start Discussion with parents and Carers. Family books	To use Tapestry(online journal) 'all about me'
What information do we gather about children's previous educational experiences e.g. education in another country, community schooling, home education, skills children bring from home?	Transition meetings and visits with previous settings, parents. Previous learning records EYPP information	SEN-home/setting visits
How do we encourage and support bilingualism?	Accept and acknowledge others languages. Multicultural stories read in second languages by staff, parents and visitors Staff knowledge.	More resources, books, artefacts, google translate
How do we help develop empathy and insight into different people's lives?	Family books Fundraising Signing Visitors Volunteers ICT information shared with children	Visits from people who help us
Which cultural and religious festivals are recognised and, where appropriate, incorporated into the school's calendar?	Christmas, Easter,Pancake day,Chinese new year,Ramadan, Harvest, Firework night,Diwali,Rememberance Day Christmas tree festival	More that focus on the children's ethnic backgrounds. Checking the cohort annually for extending festivals.
What opportunities do we have for parents, families and community groups to share their knowledge, skills and experiences?	Story telling Church visit Parental involvement, volunteers, helpers, talk about their work Tapestry	Cultural evening Nearby junior school children visiting to read

<p>How do we intervene if we observe children and/or adults showing prejudice in our school e.g. record and where appropriate report racist, sexist, and homophobic incidents?</p>	<p>Talking and discussion with children and adults, tackle head on with immediate action  DSPL Role  Records of concern  Prevent training</p>	<p>Continued awareness</p>
<p>How do we promote British Values? (Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance)</p>	<p>Display in entrance  Planning focus  Website info  Tapestry</p>	<p>Continuous  Children's voice in classroom areas</p>
<p>How do we collect pupil and parental voice? How do we use this to inform practice?</p>	<p>Questionnaires  Governors walk rounds  Tapestry comments from parents and Carers  Use in our planning</p>	<p>More children's discussion</p>
<p>How do we make all areas of learning motivating for both boys and girls?</p>	<p>Not gender specific equipment both inside and outside  Plan for children's interests  Forest School</p>	<p>Child Initiated play – ongoing</p>

### Choosing resources that positively reflect diversity

Books, Posters, Photographs	Evidence of our good practice	Next steps
How do we use a range of different languages and scripts in our setting e.g. notices, labels and signs such as 'welcome' etc?	To welcome everyone in entrance Dual language books continuously available for children/adults in library and in classrooms, google translate.	To see script actually being written
How do the printed materials throughout the school and in the Early Years Setting reflect diversity and represent different races, cultures, faiths, family styles, ages, and abilities in a positive way? (This includes positive images and resources that depict Lesbian, Gay, Bi-sexual and Transgender – LGBT)	Age Appropriate books Religions and lifestyle Family makeup shown in books Health and welfare including food. Childrens family photos on display	More resources – review and update
How do the books, posters and other printed materials acknowledge the presence and importance of all communities races, cultures, ages, abilities and gender?	Make everyone feel included and valuable. All book, etc. are available to all	Review and update
Can all the children see themselves, their families, their communities and their daily life represented in the books, posters, photographs in the school?	Library, books in classroom, core books	Review and update
What information about local community events etc is available?	Entrance hall notice board for classes, training, children's centre on site, tapestry	

<b>Role Play area</b> <i>The home corner</i>	<b>Evidence of our good practice</b>	<b>Next steps</b>
How does the 'curiosity approach cottage' represent the children's experiences at home/ in the community?	Familiar equipment, fabrics, books, magazines	Purchase or acquire a variety of equipment Rotate equipment, cultural fabric
Are there pictures / posters / photos /recipe books reflecting the home lives of all families?	Recipe books, photos	More modern Variety different food pictures Cultural photos in cottage
How are parents and children involved in designing the home corner?	Planning to their interests	Newsletter asking for resources Make Separate role play area e.g. Shop, garden centre
How do resources in the home corner challenge stereotypes eg pictures of men cooking to encourage boys to 'cook'?	Chef hats, aprons, gender neutral	Photos
Are there a variety of cooking utensils from all cultures? Food boxes representing food from all cultures?	Loose parts – curiosity approach	Ongoing refresh

<b>Dolls and skin tones</b>	<b>Evidence of our good practice</b>	<b>Next steps</b>
Are there dolls with different skin tones and different hair textures?	Yes	Refresh and update

<b>Dressing up clothes</b>	<b>Evidence of our good practice</b>	<b>Next steps</b>
What range of clothing is there to provide opportunity for children to explore and learn about the wide range of clothing worn in Britain today? Do the clothes challenge stereotypes?	Variety of fabrics	Refresh periodically
Are there uniforms and protective clothing for specific work situations? Do the clothes challenge gender stereotypes e.g. male and female nurse uniforms, male and female doctor's uniforms?		

Small World	Evidence of our good practice	Next steps
How do small world figures portray diversity e.g. different ethnic groups, abilities, ages?	People of the world figures which include special needs e.g. Wheelchair, crutches. Dolls house figures,	More required

Art activities	Evidence of our good practice	Next steps
Do we ensure that paints, paper, playdough etc reflect the range of skin colours so we can portray them accurately?	Yes	Make more accessible
How do we value the artistic traditions of significance to pupils, their families and communities?	Provide art materials Diwali, Chinese patterns	Cultural Art books
How do we ensure children study a range of art forms from diverse ethnic backgrounds?	Planning, workshops eg. Chinese New Year	More workshops

Understanding of the world	Evidence of our good practice	Next steps
How do we ensure that we use pupils' own experiences and those of their families and communities to draw on to illustrate understanding of the world?	Tapestry comments from parents, photos of family celebrations.	Ongoing – cohort checked annually for different cultures

Music	Evidence of our good practice	Next steps
Do we offer songs, rhymes music and musical instruments from a wide range of cultures including our immediate community? Do we use local resources ?	Instruments African story teller/music Melodion player once a term Multicultural CDs Music Mondays Playing different genres of music around the nursery Staff who play instruments	Update equipment Ask and Involve musical parents

Books and rhymes	Evidence of our good practice	Next steps
How do we ensure that we use stories and poetry from other cultures and lifestyles in the curriculum?	Story telling and rhymes in different languages Core books Inviting parents that are dual language World Book Day – Bookstart packs sent home annually inc dual language books Book/Reading corners in each room	Ongoing review of books in library
Do we read and celebrate the works of authors from different cultures?	Book/Reading corners in each room	Look into and ask for references from parents

### Action Plan

Action	Timescale	How/who/resources/cost	Outcome/Impact/Evidence
Photos in frames to be put up in the cottage displaying different culture families/food/celebrations	asap	Post to parents in newsletter re unwanted photo frames for the cottage Printing pictures in school for the frames Frames to be put up using velcro	Children to be able to see other cultures and relate and discuss
More cultural fabric to be put in the cottage for role play	asap	Post to parents in newsletter re cultural fabric	Children to dress up and compare fabrics – supports curiosity approach
Can home corner action be removed re families/children involved?	asap	n/a	Curiosity approach – no set theme
Can uniform dress up action be removed?	asap	n/a	No specific dress up anymore – all curiosity approach with different fabrics