



Maisie Poppins
Nursery

the holistic approach to childhood

Maisie Poppins Nursery: Updated Policies & Procedures

Policy and Procedure for Equal Opportunities & Celebrating Diversity

Policy

What we mean by diversity:

- Disability diversity and identification
- Neurodiversity – Autism, ADHD, other neuro developmental differences
- Different types of families – same sex, single parent, children living in foster care and other.
- Race, ethnicities and differing nationalities, religious and cultural needs and customs
- Specific emotional and behaviour differences and needs
- Gender Identification

We will work to maintain an atmosphere that reflects our ethos that all children are equal regardless of difference which needs to be reflected through working with children in a way that consistently respects and celebrates their individuality and unique needs.

We regard differing cultures, race, religions and diversity as a whole as something to be embraced, celebrated and shared in childcare.

We are proud to live in a very diverse London borough. Parents are welcome to share home recipes, different music to play to children and food for all to enjoy. Also, important celebrations such as black history month, Diwali (Hindu celebration of light) and any others parents would like us to celebrate will be fed in to our daily activities where possible, such as making a picture, attending an event at the children's library or such like.

There are aspects of 'disability' that we regard as 'ability' such as a child with dyslexia or dyspraxia creating their own strategies and finding creativity easy and natural for example.

We are able to advocate for children who may need a SEN diagnosis if they may need that in place to support their needs.

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We support children to break down barriers that relate to any aspect of their diversity. We are committed to social justice and equality for all which is embedded in our approach as early years providers.

Procedure

Treating children with equal concern can be achieved by:

- Valuing each child's individuality
- Using appropriate language
- Challenge both racist and discriminatory remarks, attitudes and behaviour from both adults and children whether they are obvious or covert and or institutional.
- Finding out about family customs and beliefs, dietary requirements, dress code, hair/skin care
- And, if any help is required going to the toilet or washing, and making sure I respect them.
- Provide activities to help the children appreciate and value each other's similarities and differences
- Providing materials such as toys and books which show positive images of boys, girls, men and women of different cultures in varying roles and representations of differing types of families, step families, parents in prison, same sex families, single parent families, children in care, with a foster family, children living in different countries, positive and regular images and stories about children and families with differing disabilities.

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- Helping children to feel good about themselves and others e.g. by giving/showing appropriate praise.
- Support all children to feel strong and proud about who they are and how much they have to contribute, how valued they are as an individual.

If we think a child in our care has additional needs relating to their emotional wellbeing and related behaviour we will:

- Keep observational notes
- Share these with the parents/carer
- Discuss what support is available
- Keep all matters on a 'need to know' basis

If I am caring for a child with a special need, I will include them by:

- Valuing and acknowledging children's individuality, and help them to feel good about themselves
- Seek information from parents about the child's routine, likes and dislikes
- Adapt activities to enable them to take part
- Arrange access to specialist equipment if needed
- Consider any risk factors
- Encourage children's confidence and independence
- I will work in partnership with parents and discuss:
- Agencies that are also involved in the child's support and care

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- Use equipment that the child may need
- Look for and recognise the positive aspects of any disability or need, i.e. creativity in dyslexia as well as supporting the need.
- Advice or support that will help me to provide the best possible care for their child
- Working with other professionals, sharing information with them (with parental consent) to meet the needs of the child
- I will consider how I can ensure the privacy of a child with special educational needs whilst continuing to supervise other children in my care.

Author: May Collin ©

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