

## Diversity

### Category: Early Years

#### Risk Management and Legal Implications

Failure to manage risk may impact on the delivery of Service objectives and the outcomes achieved by Service users. Education and Children’s Services aim to mitigate the implications by ongoing management and review of risk in all elements of work activity.

The production of this document is one way in which we aim to reduce our exposure to risk. By providing staff with information on good practice, making reference to other guidance that is available across the Council and providing clarity on how we should do things, we can ensure that the management of risk is intrinsic to what we do.

#### **Version Control:**

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## Diversity

Young children in Scotland are being raised in a society with many sources of cultural diversity. Good early years practice needs to support equality therefore it is important to focus on what inclusion and diversity really means when working with young children, and its importance in truly understanding the nature of children's differences, similarities, and their development when being cared for in the early years setting. It is vital to meet the individual and diverse needs of all children and to help them reach their full potential.

Children should:

- Understand that people have different needs, views, cultures and beliefs which need to be treated with respect
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect
- Begin to know about their own cultures and beliefs and those of other people
- Have a developing respect for their own cultures and beliefs and those of other people

Effective provision will enable children:

- To achieve their full potential and that expectations are high
- To have access to and make full use of the facilities and resources
- To be prepared for life in a diverse and multiethnic society
- Be in an environment that has a positive ethos on diversity
- Inclusion and diversity are an integral part of effective provision and

Play materials, books and other resources should be offered in a constructive way by reflecting on how young children learn about culture and cultural identity:

- Shared culture is communicated through the events of daily life eg food, ways of dress and familiar music or art form.
- A sense of personal identity through culture is supported by shared language and ways of communicating and sometimes through a shared faith or religion.
- Young children of every culture or ethnic background need to develop a secure and positive sense of their own identity. Children's family life is the most significant source of that identity and nursery experiences should reinforce it.
- Having a firm knowledge base and understanding of their own culture, helps children to make sense of and learn about less familiar cultures. Experiences at home, in the community and in the nursery, can be a significant source for broadening children's understanding.

It is important that children can see themselves and their family reflected in play resources, visual images and books. Reviewing the messages given by our resources and the experiences we offer is good practice. We have the responsibility to extend young children's understanding.

- Posters, photographs and other visual images can give the message, that people who look different in many ways are part of our nursery and our community.



- Quality stories and information books should reflect the fact that Scotland is a culturally diverse society.
- All children benefit from stories with characters who look like them. Children can feel excluded if they never or are rarely represented in stories and books. It is important that books present children as characters who live a similar life as everyone else and not as a problem or have a special issue.
- Good, illustrated information books for approach diversity through shared experiences e.g., welcoming a new baby, family celebrations, special occasions, important transitions e.g., going to school.
- Resources for role play can be inclusive in terms of cultural diversity: dolls and small world play figures, dressing up clothes, home corner equipment. Material should be offered with equal respect.
- Children enjoy experiencing food, music or dance forms that reflect their own family or friendship experiences. We should therefore provide opportunities that enable children to extend these experiences in order to help them understand that different cultures enjoy different traditions not excluding their own.

Our early years curriculum as identified in Curriculum for excellence emphasises the need to develop young children's own sense of identity and positive sense of pride in their own family origins and forms.

Starting with themselves, young children can develop a sense of belonging to the local community and begin to understand and respect less familiar cultures and family traditions and forms.

### **Parents/Carers**

It is crucial that we the nursery, and parents/carers work together to ensure that no child or person is excluded or teased on the basis of race, religion, nationality or ethnicity, accent, gender, disability, sexual orientation, or appearance. We need to work together to ensure children are aware of and are sensitive to other people's feelings. Sharing stories and books with children helps them to understand the points of view of other people. When personal conflicts occur, we should encourage children to think about how the other person might be feeling. Caring, empathic children are more likely to develop positive culturally diverse attitudes.

Parents will feel valued by the setting if resources and displays represent the ethnic, cultural and social diversity in society, and if they can see their own family background and culture represented as well as those of others.



It is important that we engage in partnership with parents and carers to support children's learning. With reference to diversity, it is crucial that parents/carers have a shared understanding and support the work of the nursery. Parents should be encouraged to become involved in the life of the nursery and offer their skills, talents and knowledge to the work of the nursery.

It is grounded within The United Nations Convention on the Rights of the Child (UNCRC), that a child should be valued and respected.