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| **Eàrr-ràdh 12** | **Appendix 12** |
| **Mìneachadh Air Co-Ionannachd Chothroman** | **Equal Opportunities Statement**  |
| **Amas**Tha e na amas don bhuidhinn dèanamh cinnteach gu bheilear a’ cur air adhart co-ionannachd chothroman nan obair airson a h-uile duine agus cha bhi e gu diofar dè an nàiseantachd, dath, gin, taobh gnèitheasach, ciorram, creideamh, aois, suidheachadh pòsaidh, cultar no clas sòisealta a th’ aca. | **Aim**The group’s aim is to ensure that all aspects of its activities promote equal opportunities for every individual regardless of nationality, colour, race, gender, sexuality, disability, religion, age, marital status, culture or social class. |
| **Prionnsapalan*** Gun tèid dèiligeadh ris a h-uile duine san aon dòigh
* Gum faigh a h-uile duine cothrom a dhol an sàs ann an gnìomhachd na buidhne
* Gun nochd a h-uile duine spèis do dhaoine eile agus gun tèid spèis cho-ionann a thoirt don a h-uile duine.

**S****tiùireadh air Poileasaidhean Co-ionannachd agus Iomadachd**Bu chòir don phoileasaidh agaibh a bhith ag amas air frèam-obrach a lìbhrigeadh anns am bi a’ bhuidheann agaibh ag obair gus:* Àrainneachd shona, shàbhailte, thèarainte agus in-ghabhalach a chruthachadh a bheir taic do chloinn agus òigridh gus an làn chomas a ruigsinn.
* Co-ionannachd agus iomadachd a bhrosnachadh gu gnìomhach, a’ dèanamh cinnteach gu bheil fàilte ron a h-uile pàiste, duine òg agus teaghlach agus gu bheil cothrom co-ionann aca air fiosrachadh agus air cothroman gus an urrainn dhaibh làn phàirt a ghabhail sa bhuidhinn.
* A bhith a’ cur an aghaidh modhan-giùlain a tha a’ nochdadh gràin-cinnidh, [gnèitheachas](https://www.faclair.com/ViewEntry.aspx?ID=A56494A4821BAF891B2D657639196590) no leth-bhreith sam bith eile an dà chuid ann an clann agus inbhich

**A’ togail Mothachadh**Tha **Co-ionannachd** a’ ciallachadh a bhith a’ cruthachadh sòisealtas nas cothromaiche far as urrainn don a h-uile duine pàirt a ghabhail agus far am bi cothrom aig a h-uile duine an làn chomas a ruigsinn. San fharsaingeachd, thathar a’ cumail taic ri co-ionannachd tro reachdas a chaidh a dhealbhadh gus dèiligeadh ri leth-bhreith mhì-chothromach stèidhichte air ballrachd de bhuidheann shònraichte. Tha **Iomadachd** a’ ciallachadh a bhith ag aithneachadh, agus a’ cur luach air, eadar-dhealachadh anns an t-seagh as fharsainge. ’S ann a tha e mu bhith a’ cruthachadh cultar agus cleachdaidhean a tha ag aithneachadh, a’ toirt spèis agus meas do dh’eadar-dhealachaidhean agus a tha a’ dèanamh deagh fheum asta airson leas phàrantan, cloinn, daoine òga, luchd-cùraim, buill dhen phoball agus luchd-obrach. ’S dòcha gum feum sinn na modhan-obrach agus na siostaman againn atharrachadh gus iomadachd a ghabhail a-steachChan e an aon rud a th’ ann an co-ionannachd agus iomadachd. Feumaidh iad leantainn còmhla. Chan eil co-ionannachd chothroman ann mur eilear ag aithneachadh, agus a’ cur luach air, eadar-dhealachadh.Chan ann mu chòraichean no roghainnean co-ionann a th’ ann an co-ionannachd chothroman is iomadachd, no mu bhith a’ dèiligeadh ris a h-uile duine san aon dòigh. ’S ann mu bhith a’ dèanamh cinnteach gu bheil na h-aon chòraichean bunaiteach aig a h-uile duine a tha an sàs anns a’ bhuidhinn: luchd-obrach, pàrantan/luchd-cùraim, clann, a’ chomataidh, ge b’ e dè an dath a th’ air an craiceann, gnè, aois, creideamh, cinneadh, cultar, inbhe shòisealta no pòsaidh no ciorram.Feumaidh luchd-obrach, pàrantan/luchd-cùraim agus luchd-tadhail a bhith mothachail gu bheil a’ bhuidheann a’ cur a’ Phoileasaidh Co-ionannachd Chothroman agus Iomadachd agaibh an sàs gu gnìomhach.**Earrann 1: Ruigsinneachd**Bu chòir gum bi buidhnean ag amas air a bhith fosgailte do chloinn agus òigridh anns a’ choimhearsnachd ionadail ge b’ e dè an cinneadh, gnè, inbhe no creideamh a th’ aca. Feumaidh sibh sgrùdadh a dhèanamh gach bliadhna air a’ Phoileasaidh Ruigsinneachd agaibh gus dèanamh cinnteach gu bheil e a’ leantainn feumalachdan na buidhne.**Molaidhean gus seo a dhèanamh:*** Dèanaibh cinnteach gu bheil fiosrachadh mun bhuidhinn agaibh air a sgaoileadh fad is farsaing. Faodar postairean le sanasachd airson na buidhne a thaisbeanadh ann an àiteachan far am faic a h-uile pàirt den choimhearsnachd iad, ann an còrr is aon chànan, ma tha sin iomchaidh.
* Stèidhichibh am poileasaidh ruigsinneachd agaibh air siostam chothromach, a’ cleachdadh stiùireadh bhon Ùghdarras Ionadail ma tha sin iomchaidh.
* Bithibh cho sùbailte ’s a ghabhas a thaobh frithealadh, gus am bi iad a rèir nam feumalachdan pearsanta aig gach pàiste agus an cuid theaghlaichean.
* Cuiribh fàilte air clann agus òigridh aig am bheil feum air taic a bharrachd don bhuidhinn agaibh.

**Earrann 2: Gnìomhan/Curraicealam**Bu chòir don churraicealam/ do na gnìomhan a tha a’ bhuidheann agaibh a’ tabhann a bhith a’ brosnachadh clann agus òigridh gus pàirt a ghabhail ann am farsaingeachd de ghnìomhan agus a’ toirt cothroman dhaibh a bhith mothachail air, agus a’ toirt spèis do dh’iomadachd cultair agus creideimh. Bu chòir dhuibh a bhith ag amas air àrainneachd a chruthachadh a tha gun chlaon-bharail agus leth-bhreith.**Molaidhean gus seo a dhèanamh:*** Dèanaibh cinnteach gu bheil clann a’ faireachdainn gu bheilear a’ toirt spèis dhaibh agus gu bheil iad a’ faireachdainn math mun deidhinn fhèin.
* Smaoinichibh air dòighean gus conaltradh bunaiteach a bhrosnachadh airson na cloinne air fad tron a h-uile gnìomh; a’ cleachdadh comhairle bho ‘*Bhrosnachadh* *Co-ionannachd Cinnidh air a’ Ghàidhealtachd, Stiùireadh airson Ionadan Tràth-ionnsachaidh agus Cùram-chloinne*’ aig Comhairle na Gàidhealtachd nuair a tha seo a dhìth.
* A bhith a’ toirt co-ionnanachd chothroman agus ruigsinneachd dhan choinn air fad anns a h-uile gnìomh, a’ gabhail a-steach agus tursan taobh a-muigh na buidhne.
* A bhith a’ dèanamh cinnteach gu bheil planaichean a’ gabhail a-steach aois agus ìre leasachaidh, gnè, cinnidh agus cànan an dachaigh aig gach pàiste.
* A bhith a’ comharrachadh caochladh fhèisean agus thachartasan iomchaidh sònraichte, a tha a’ sealltainn farsaingeachd dhòighean-beatha agus chultaran.
* Daonnan a bhith a’ brosnachadh clann, òigridh agus inbhich gun a bhith mosach no a bhith ag ràdh rudan mì-chailear.
* A bhith a’ frithealadh air an fheadhainn air a bheil ciorram no aig a bheil feumalachdan a bharrachd far an gabh a dhèanamh, a’ toirt aire don t-suidheachadh fa-leth aca.

**Earrann 3: Goireasan**Bu chòir dhuibh dèanamh cinnteach gu bheil na goireasan agaibh a’ nochdadh sòisealtas an latha an-diugh ann an dòigh cheart is iomchaidh.**Molaidhean gus seo a dhèanamh:*** Bu chòir dhuibh uidheamachd, dèideagan, leabhraichean agus goireasan a cheannach agus a chur air dòigh agus sùil a chumail air mar a tha iad air an cleachdadh gus iomadachd an t-sòisealtais anns a bheil sinn beò a shealltainn, an dà chuid aig an ìre ionadail agus aig ìre nas fharsainge.
* Bu chòir dhuibh a bhith a’ gabhail a-steach fiù ’s clann òga anns a’ phròiseas co-dhùnaidh seo a thaobh dè na goireasan a tha sibh a’ dol a cheannach no a chleachdadh gach latha.
* Bu chòir dhuibh ìomhaighean matha a shealltainn de dhiofar chinnidhean, chultaran, ghnèithean, chreideamhan, bhuidhnean sòisealta agus chomasan/chiorraman, slàinte agus de shuidheachaidhean anns a’ bhuidhinn agaibh far an urrainn dhuibh.
* Mar eisimpleir: ann an àite cluich-riochd (*role play*) bu chòir do dh’aodaich cluich a’ bhith a’ nochdadh measgachadh de chultaran eadar-dhealaichte. Dh’fhaodadh sibh pìosan stuth-aodaich a chur ann a dh’fhaodar cleachdadh leithid sari, toga, sarong, fèileadh msaa. airson ’s gum bi clann agus òigridh a’ cleachdadh am mac-meanmna. B’ urrainn dhuibh cuideachd sreath de dh’aodaich cluich a rinneadh mar a tha a thoirt seachad, a’ feuchainn ri diofar mheudan airson na cloinne agus òigridh uile san t-suidheachadh.

**Earrann 4: Biadh**Bu chòir dhuibh obrachadh còmhla ri pàrantan gus dèanamh cinnteach gu bheilear a’ coileanadh nam feumalachdan meidigeach, cultarail agus bìdh aig clann, òigridh agus inbhich agus gu bheilear a’ cur luach air mothachadh air eadar-dhealachaidhean.**Molaidhean gus seo a dhèanamh:*** Bu chòir dhuibh clann agus òganaich a chuideachadh gus ionnsachadh mu dhiofar sheòrsaichean bìdh is chultaran agus mu chleachdaidhean cultarail a thaobh amannan bìdh agus ithe gus am bi spèis aca air na h-eadar-dhealachaidhean eadarra. Bu chòir dhuibh biadh eadar-dhealaichte a thoirt a-staigh aig amannan fèise, mar eisimpleir ag ithe nùdailean le bioran-ithe aig Bliadhn’ Ùr nan Sìneach. B’ urrainn dhuibh cuideachd cuimhneachadh air dualchas cultarail Albannach agus taigeis le aran-coirce a thoirt seachad air Là Naomh Anndra no oidhche Bhurns. B’ urrainn dhuibh cuideachd biadh a chleachdadh gus cultaran eadar-dhealaichte a chomharrachadh, mar eisimpleir a’ bruidhinn air mar a tha iomadh duine agus iomadh dùthaich a’ fàs agus ag ithe rìs, bho thaobh a deas na Roinn Eòrpa, Àisia agus nan SA, agus a’ rannsachadh diofar sheòrsaichean rìs agus mar bhios daoine ga ithe.
* Ma tha aileirgidh aig pàiste no duine òg sam bith ro bhiadh sam bith, bu chòir nòta mu seo a chur air an fhoirm clàraidh agus bu chòir fios a bhith aig a h-uile neach-obrach agus neach-cuideachaidh. Bithear a’ faighinn fiosrachaidh air aileirgidhean sònraichte ma tha e iomchaidh m.e. air sgàth ’s cunnart crith anaphylactic bu chòir do thrèanadh “epi pen” a bhith ann airson luchd-obrach. Bu chòir dhuibh cead fhaighinn bho phàrantan ma dh’fheumas sibh, airson fios a thoirt do theaghlaichean eile mu bhiadh cuingichte far a bheil seo iomchaidh.
* Roghainnean cultarail: Bu chòir nòta de seo a chur air foirm clàraidh a’ phàiste no duine òg agus bu chòir gabhail ri, agus spèis a thoirt do, bheachdan sam bith. M.e. Bu chòir do spèis a bhith air a thoirt do phàiste bho chultar far an ith iad an cuid bìdh leis a’ làimh dheis an àite le forc is sgian. Bruidhnibh ris na pàrantan gus faighinn a-mach a bheil iad ag iarraidh gun cùm am pàiste leis a’ chleachdadh chultarail seo taobh a-staigh na buidhne no nach cùm.

**Earrann 5: A’ cur luach air Iomadachd anns an teaghlach air fad: conaltradh agus co-roinneadh fiosrachaidh**Feumaidh fios a bhith agaibh nach e sgìre aona-chultar a th’ ann an Taobh Tuath na h-Alba a-nis agus mar sin bu chòir don bhuidhinn agaibh a bhith a’ gabhail ri nàdar eadar-mheasgte an teaghlaich ann an sòisealtas an latha an-diugh, agus an teaghlaichean sìnte far a bheil sin iomchaidh. Bu chòir dhan bhuidhinn agaibh smaoineachadh ciamar a b’ urrainn dhuibh na feumalachdan aig a h-uile neach-cleachdaidh a choileanadh, a’ gabhail a-steach feumalachdan ionmhasail, cànain, gnè agus cultarail agus a bhith a’ dèanamh oidhirp seo a ghabhail a-steach nuair a bhios sibh a’ sgaoileadh fiosrachaidh.**Molaidhean gus seo a dhèanamh:*** Feumaidh fiosrachadh a bhith ri fhaighinn airson luchd-cleachdaidh air modh conaltraidh iomchaidh m.e. goireasan air an eadar-theangachadh no goireasan le dealbhan agus a’ cur seachad ùine airson bruidhinn ri teaghlaichean.
* Brosnaichibh buill teaghlaich gus fiosrachadh a cho-roinneadh mun chultar agus mun eachdraidh aca m.e. tro bhith a’ toirt dhealbhan a-staigh/ a’ dèanamh òraidean taobh a-staigh na buidhne, msaa. Bu chòir dhuibh a bhith ag amas air fàilte a chur air a h-uile pàrant, neach-cùraim agus teaghlach sìnte (far a bheil sin iomchaidh) agus gam brosnachadh gus pàirt a ghabhail anns a’ bhuidhinn.
* Coinneamhan agus sanasachd; feumaidh fios a bhith agaibh nach e sgìre aona-chultarail a th’ ann an Taobh Tuath na h-Alba tuilleadh agus mar sin gu bheil dleastanas ann gu bheil fiosrachadh mun t-seirbhis - sanasachd, follaiseachd is msaa - ruigsinneach airson na coimhearsnachd air fad, cho fad ’s as urrainn dhuibh. Gu sònraichte tha teaghlaichean aig nach eil Beurla agus teaghlaichean eile fo ana-chothrom dualtach barrachd buannachd fhaighinn bho bharrachd amalachais a’ gabhail a-steach clann agus daoine òga a’ frithealadh na buidhne agus pàrantan a’ gabhail pàirt innte.
* Smaoinichibh air dòighean a dh’fhaodadh a’ bhuidheann fiosrachadh a dhèanamh ruigsinneach gus an urrainn do luchd-cùraim agus an teaghlach sìnte, agus a’ choimhearsnachd san fharsaingeachd a bhith comasach air taic a chur ris a’ bhuidhinn, gus pàirt a ghabhail ann an coinneamhan agus tachartasan. Smaoinichibh air àm, àite agus dòigh-lìbhrigidh nan tachartasan seo gus aire a thoirt air feumalachdan mar chiorram, siubhal, bacaidhean cànain msaa.

**Earrann 6: Fastachd**Bu chòir dhuibh dèanamh cinnteach gu bheil ur poileasaidhean a thaobh fastachd cothromach, soilleir agus cunbhalach.**Molaidhean gus seo a dhèanamh:*** Bu chòir dhuibh dèanamh cinnteach gu bheil poileasaidh soilleir ann a thaobh trusadh agus taghadh, a’ gabhail a-steach poileasaidh air seann-eucoirich. (Tha cùram-cloinne air aon de na h-obraichean fo [Achd Ath-ghnàthachadh nan Eucoireach 1974](http://www.legislation.gov.uk/ssi/2015/329/contents/made) (Às-dùnaidhean agus Mì-cheadachadh) (Alba) Òrdugh-atharrachaidh 2015 a tha a’ toirt air falbh an riatanas laghail airson a h-uile dìteadh caithte a bhith air a thoirt am follais leis an neach fa-leth nuair a thèid iarraidh orra airson adhbharan mìnichte ann an Òrdugh 2013, gus dèanamh cinnteach nach fheum iad ach dìtidhean buntainneach innse airson nan adhbharan seo. Feumaidh obraichean a bhith air an sanasachd gu farsaing agus feumaidh slat-tomhais cunbhalach, soilleir agus cothromach a bhith ann airson a h-uile tagraiche.
* Bu chòir dhuibh an obair a thoirt dhan duine as freagarraiche air a son le ùmhlachd do reifreansan agus sgrùdaidhean disclosure ge b’ e dè an aois, gnè, taobhadh-fèise, ciorram, cinneadh, creideamh no feallsanachd no slat-tomhais leth-bhreitheach sam bith eile.
* Feumaidh a h-uile neach-obrach a bhith mothachail air an dleastanas a th’ aca a bhith a’ brosnachadh poileasaidh co-ionannachd agus iomadachd na buidhne gu gnìomhach. Bu chòir a h-uile neach-obrach iad fhèin a ghiùlan ann an dòigh phroifeiseanta agus a bhith cunbhalach, mothachail agus cothromach fad na h-ùine. Feumaidh luchd-obrach dùbhlan a thoirt do dhuine sam bith a chanas rudan gràin-chinnidheach, gnèitheil no neo-mhothachail taobh a-staigh na buidhne gu neo-smaointeachail.
* Feumaidh fiosrachadh a bhith aig a h-uile neach-obrach air modhan smachdachaidh agus chùisean-gearain na buidhne agus bu chòir gun tèid iad seo a chur an gnìomh gu cunbhalach agus gu cothromach.

**Earrann 7: Trèanadh an Luchd-Obrach**Bu chòir cothroman a bhith aig a h-uile neach-obrach agus saor-thoileach an cuid fiosrachaidh agus sgilean a thoirt air adhart ann an dòigh-iomchaidh.**Molaidhean gus seo a dhèanamh:*** Bu chòir do thrèanadh air Co-ionannachd agus Iomadachd a bhith na phàirt de phròiseas-inntrigeadh an luchd-obrach.
* Feumaidh sibh fios a thoirt don luchd-obrach air reachdas iomchaidh ùr.
* Bu chòir trèanadh a lorg gus luchd-obrach a chuideachadh le bhith a’ togail chleachdaidhean a tha a’ cur an aghaidh leth-bhreith agus a’ brosnachadh in-ghabhalachd a bhios a’ beartachadh a h-uile pàiste.
* Bu chòir dhuibh frithealachadh aig trèanadh iomchaidh a dhèanamh comasach airson luchd-obrach a thuirt gu bheil iad airson an t-eòlas anns a’ chuspair sin a thoirt air adhart, no aig a bheil feum air trèanadh.
* Tha còir aig a h-uile neach-obrach air trèanadh iomchaidh gus an leasachadh proifeasanta aca a thoirt air adhart; faodaidh seo a bhith air a dhèanamh tro chòmhraidhean aig àm inntrigeadh no lèirmheasan obrach.

**Earrann 8: Sgrùdadh agus Lèirmheas a’ Phoileasaidh agus nan Cleachdaidhean**Bu chòir dhuibh sùil a chumail air toirt gu buil a’ phoileasaidh agaibh tro ro-phlanadh, a’ coimhead air modhan-obrach agus cleachdaidhean agus tro a bhith a’ coimhead air a’ chloinn a’ cluich an dà chuid a-staigh agus a-muigh. Bidh an t-uallach iomlan aig àrd-luchd-obrach agus Manaidsearan gus dèanamh cinnteach gun tèid a’ phoileasaidh a leantainn gu cunbhalach anns gach pàirt de dh’obair na buidhne.Bu chòir dhuibh sùil a chumail cuideachd air dè cho èifeachdach is a tha am poileasaidh agus na cleachdaidhean agaibh mar phàirt den phròiseas fhèin-measaidh chunbhalach agus is dòcha gum bi sibh airson sùil a thoirt air na Slatan-tomhais deagh-ghnè ann an *Dè cho math ’s a tha ar tràth-ionnsachadh agus ar cùram-chloinne* mar a leanas:1.2 Ceannardas Ionnsachaidh 1.3 Ceannardas Atharrachaidh1.4 4 Ceannardas air Stiùireadh/llchd-cleachdaidh2.3 Ionnsachadh, Teagasg agus Measadh2.4 Taic phearsanaichte2.7 Com-pàirteachasan3.1 Dèanamh cinnteach à sunnd, co-ionannachd agus in-ghabhailBu chòir dhuibh an sgrùdadh seo a dhèanamh mus crìochnaich no mus dèan sibh ath-sgrùdadh air a’ phoileasaidh Co-ionannachd is Iomadachd agaibh.**Nòta:** Tron phoileasaidh agus stiùireadh seo air fad, nuair a chaidh am facal pàrant(an) a chleachdadh tha seo cuideachd a’ ciallachadh luchd-cùraim eile far a bheil seo iomchaidh. | **Principles*** That all individuals will receive equal treatment
* That all individuals have access to all activities
* That all individuals give and are given equal respect.

**Equality and Diversity Policy Guidelines** Your policy should aim to provide a framework within which your group will operate in order to: * Provide a happy, safe, secure and inclusive environment which will support all children and young people attending to realise their full potential.
* Actively promote equality and diversity by ensuring all children, young people and families are welcome and have equal access to information and opportunities to enable them to participate fully in the group.
* Challenge any racist, sexist and all other discriminatory behaviour in both children and adults.

**Awareness Raising** **Equality** means creating a fairer society where everyone can participate and has the opportunity to fulfil their potential. It is mostly backed by legislation designed to address unfair discrimination based on membership of a particular group. **Diversity** means recognising and valuing difference in its broadest sense. It is about creating a culture and practices that recognise, respect, value and harness differences for the benefit of parents, children, young people, carers, members of the public and members of staff. We may need to change our existing processes and systems to accommodate diversity. Equality and diversity are not inter-changeable they need to be progressed together. There is no equality of opportunity if difference is not recognised and valued. Equal opportunities and diversity is not about having an equal right or choice, or treating everyone the same. It is about ensuring that everyone involved within the group, staff, parents/carers, children, committee, visitors, etc. have the same basic rights regardless of the colour of the skin, gender, age, religion, race, culture, social standing, marital status or disability. Prospective employees, parents/carers and visitors must be made aware of the group’s active implementation of your Equal Opportunity and Diversity Policy. **Section 1: Admissions** Groups should aim to be genuinely accessible to all children and young people within the local community regardless of race, gender, status or religion. Your Admissions Policy should be reviewed annually to ensure it continues to meet the needs of the group. **Suggested ways of achieving this are:** * Ensure that the existence of your group is widely known. Posters advertising the Group may be displayed in places where all sections of the community can see them, in more than one language, if appropriate.
* Base your admissions policy on a fair system, using guidance from the Local Authority if appropriate.
* Be as flexible as you can with respect to attendance, so as to accommodate the needs of individual children and their families.
* Welcome children and young people who may require additional support as part of your group.

**Section 2: Activities/Curriculum** The curriculum/activities offered in your group should encourage children and young people to participate in a variety of activities and provide opportunities to become aware of and respect a diversity of cultures and religions. You should aim to provide an environment that is free from prejudice and discrimination. **Suggested ways of achieving this are:** * Ensuring that children and young people feel valued and good about themselves.
* Consider ways of enabling basic communication for all children throughout all activities; seeking advice from Highland Council’s *‘Promoting Race Equality in Highland, Guidelines for Early Learning and Childcare Centres’* where necessary.
* Providing equal opportunities and access to the full range of activities available, including visits and trips outside the group.
* Ensuring plans take into account each child’s age and stage of development, gender, ethnicity and home language.
* Celebrating a variety of festivals and relevant special events reflecting a range of lifestyles and cultures.
* Always discouraging children, young people and adults from being hurtful and making unkind remarks.
* Wherever possible catering for those designated with a disability or additional needs, taking into account their individual circumstances.

**Section 3: Resources** You should ensure that your resources positively and accurately reflect today’s society.**Suggested ways of achieving this are:*** You should purchase, organise and monitor use of equipment, toys, books and resources to reflect diversity in the immediate and wider society in which we live.
* You should involve even young children in the decision making process regarding which resources to purchase or use each day.
* You should display positive images of differing races, cultures, gender, religion, social groups and physical abilities /disabilities, health and circumstances, where possible around your group.
* For example: in a role play area dressing up clothes should reflect a mix of different cultures you could provide lengths of fabric that can be used as saris, togas, sarongs, kilts, etc. allowing the children and young people to use their imaginations. You could also provide a range of ready-made dressing up clothes endeavouring to supply in different sizes to accommodate the children and young people within the setting.

**Section 4: Food**You should work in partnership with parents to ensure that the medical, cultural and dietary needs of all children, young people and adults are met and that awareness of differences is appreciated.**Suggested ways of achieving this:*** You should help children and young people learn about a range of foods, various cultures and cultural approaches to mealtimes and eating and to respect the differences between them. You could introduce different foods at festival times, for example at Chinese New Year noodles eaten with chopsticks. You could also remember Scottish cultural heritage and introduce haggis with oatcakes on St Andrews day or Burn’s night. You could also use food to celebrate different cultures, for example discussing how many people and countries grow and eat rice from southern Europe, Asia and the USA and explore different types of rice and how it is eaten.
* If a child or young person has an allergy to a particular food this should be noted on the enrolment form and all staff and helpers should be informed by consistent means. Information on particular allergies will be accessed if necessary e.g. in the case of danger of anaphylactic shock “epi pen” training should be provided for staff members. Permission should be sought from the parents if needed, to inform other families where necessary about restricted foods.
* Cultural preferences: These should be noted on the child or young person’s enrolment form and any views expressed accepted and respected. E.g. A child whose culture is to eat his/her food with their right hand rather than with utensils should be respected. Discussion with the parents should take place to find out if they wish this cultural practice to continue in the Group, or not.

**Section 5: Valuing Diversity in the family as a whole; communication and information-sharing**It must be recognised that the North of Scotland is no longer an area of mono-culture therefore your group should take into account the diverse nature of family make up in today’s society including extended families where appropriate. Your group should consider how best to meet the individual needs of users including financial, language, gender and cultural and make efforts to accommodate these when sharing information.**Suggested ways of achieving this:*** Information should be made available to users via an appropriate method of communication e.g. translated materials or pictorial representation where possible as well as making time available to talk to families.
* Family members may be encouraged to share information about their cultures and background by e.g. bringing photographs in/ arranging talks within the group, etc. You should aim to make all parents, carers and the wider family (where appropriate) feel welcome including encouraging them to play a part in the group.
* Meetings and publicity; it should be recognised that the north of Scotland is no longer an area of mono-culture and therefore there is a requirement to ensure that information relating to the service including advertisements, publicity, etc. is accessible to the community as a whole, as far as possible. In particular non-English speaking and other disadvantaged families are likely to benefit more from greater integration including children and young people’s attendance at the group and parental involvement.
* Your group should consider the range of methods it can use to make information accessible in order to make it possible for carers and the wider family as well as other members of the community who may be able to support the work of the group to participate in meetings and events. Timing and location and delivery of these events should be considered to take account of needs such as disabilities, transport, language barriers, etc.

**Section 6: Employment**You should ensure that your policies relating to employment are fair, clear and consistent.**Suggested ways of achieving this:** * You should ensure that a clear policy for recruitment and selection including that of ex-offenders (Childcare is one of the positions listed under the [Rehabilitation of Offenders Act 1974 (Exclusions and Exceptions) (Scotland) Amendment Order 2015](http://www.legislation.gov.uk/ssi/2015/329/contents/made) which removes the legal requirement for all spent convictions to be self-disclosed by an individual when asked for the purposes specified in the 2013 Order, so as to ensure only relevant spent convictions are required to be self-disclosed by an individual for those purposes. Posts should be widely advertised and all applicants judged against consistent, clear and fair criteria.
* You should offer the post to the person who best meets the criteria subject to references and disclosure checks regardless of age, gender, sexuality, disability, ethnic origin, religion or belief or any other discriminatory criteria.
* All employees should be made aware of the requirement to commit to the group’s active promotion of an equality and diversity policy. All staff should behave in a professional manner being consistent, sensitive and fair at all times. Staff must challenge anyone who makes inadvertent racist, sexist or insensitive remarks within the group.
* All employees should be issued with details of the organisation’s disciplinary and grievance procedures and these should be implemented consistently and fairly.

**Section 7: Staff Training**All staff and volunteers should have opportunities to develop their knowledge and skills appropriately.**Suggested ways of achieving this:*** Training on Equality and Diversity should be included within staff induction process.
* You must keep staff informed and updated on relevant new legislation.
* Training should be sought to enable staff to develop anti-discriminatory and inclusive practices which will enable all children to flourish.
* You should facilitate attendance at relevant training for staff who have identified that they wish to improve their own knowledge and expertise in this aspect or who have been identified as having a training need.
* All staff should also have a right to access appropriate training to enable them to continue their professional development; this may be achieved through discussions at induction or staff reviews.

**Section 8: Monitoring and Review of Policy and Practice**You should monitor the implementation of your policy through careful forward planning, observation of procedures and practice and through observations of the children at play both indoors and out. Senior staff and Managers will have overall responsibility for ensuring that the policy is adhered to consistently across all aspects of provision.You should also monitor the effectiveness of your policy and practice as part of the process of regular self-evaluation and may wish to refer to How Good is Our Early Learning and Childcare Quality Indicators as follows:1.2 Leadership of Learning1.3 Leadership of Change1.4 Leadership of Management/Practitioners2.3 Learning, Teaching and Assessment2.4 Personalised support2.7 Partnerships3.1 Ensuring wellbeing, equality and inclusionIdeally this audit should be carried out prior to completing or revising your E&D policy.**Note:** Throughout the policy and guidelines wherever the word parent(s) are used this is taken to represent other carers as appropriate. |