

Equality, Diversity and Inclusion Policy

Statement of Intent

Our pre-school is committed to providing equality of opportunity and anti-discriminatory practice for all children and families. We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children come from diverse backgrounds. Children grow up in diverse family structures which include two parent and one parent families; some children will have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins; while others may be more removed from close kin, or may live with other relatives or foster carers. Some children have needs that arise from disability or impairment, or may have parents that are affected by disability or impairment.

Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

Our named person is Becky Russell

Our named member of staff is Louise Mawditt

Aim

We understand that these factors affect the well-being of children and can impact on their learning and attainment. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

We aim to:

1. provide a secure environment in which all our children can flourish and in which all contributions are valued;
2. include and value the contribution of all families to our understanding of equality and diversity;
3. provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities;
4. improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
5. make inclusion a thread that runs through all of the activities of the pre-school.
6. Seek to reduce any barriers to inclusion.
7. encourage children to value and respect others.
8. challenge and eliminate inappropriate attitudes and practices.
9. foster good relations between all communities.

We following provide a framework or legal background to providing an inclusive setting-

A. The legal framework for this policy is:

1. **The Equality Act 2010**
2. Sex Discrimination Act 1986;

3. Children Act 1989, 2004; and
4. Special Educational Needs and Disability Act 2001.

B. Human Rights

1. The rights of the individual are protected through Data protection (1998), Human Rights (1998) and Freedom of Information (2000). See also The United Nations Convention on the Rights of the Child.
2. All children have the right to opportunities to enable them to reach their full potential.

C. Prevent Strategy – see Prevent Policy

D. The EYFS

Methods

Admissions

Our setting is open to all members of the community.

1. We advertise our service widely.
2. We reflect the diversity of members of our society in our publicity and promotional materials.
3. We provide information in clear, concise language, whether in spoken or written form.
4. We will seek to provide information in as many languages as possible.
5. We base our admissions policy on a fair system.
6. We ensure that all parents are made aware of our Equality, Diversity and Inclusion policy.
7. We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act (2010). These are-
disability
race,
gender reassignment
religion or belief
sex
sexual orientation
age
pregnancy and maternity and
marriage and civil partnership
8. We do not discriminate against a child with a disability or refuse a child entry to our pre-school because of any disability.
9. We develop an action plan to ensure that people with disabilities or impairments can participate successfully in the services offered by the setting and in the curriculum offered.
10. We will take appropriate action against any discriminatory behaviour by staff, parents or children (in accordance with the pre-school policy as defined in the behaviour management policy, parental management policy, safeguarding policy and disciplinary procedures) whether by-
 - direct discrimination – someone is treated less favourably because of a protected characteristic eg preventing families of some racial groups from using the service;

- indirect discrimination – someone is affected unfavourably by a general policy eg children must only speak English in the setting;
- association – discriminating against someone who is associated with a person with a protected characteristic eg behaving unfavourably to someone who is married to a person from a different cultural background; or
- perception – discrimination on the basis that it is thought someone has a protected characteristic eg making assumptions about someone’s sexual orientation because of their mannerisms or how they speak.

11. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on, or around, the premises and will be dealt with in the strongest manner,

Employment

1. Posts are advertised and all applicants are judged against explicit and fair criteria.
2. Applicants are welcome from all backgrounds and posts are open to all.
3. We may use the exemption clauses of the Race Relations Act and the Sex Discrimination Act where this is necessary to enable the service to best meet the needs of the community.
4. The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process.
5. All job descriptions include a commitment to equality and diversity as part of their specifications.
6. We monitor our application process to ensure that it is fair and accessible.

Training

1. We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
2. We review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion.

Curriculum

The curriculum offered in the pre-school encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

1. making children feel valued and good about themselves;
2. ensuring that children have equality of access to learning;
3. undertaking an access audit to establish if the setting is accessible to all children;
4. making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
5. recognising the different learning styles of girls and boys, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities;
6. positively reflecting the widest possible range of communities in the choice of resources;

7. avoiding unhelpful stereotypes or derogatory images in the selection of books or other visual materials;
8. recognising a wide range of festivals and learning about other cultures;
9. creating an environment of mutual respect and tolerance;
10. helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
11. differentiating the curriculum to meet children's special educational needs
12. ensuring that the curriculum and resources offered are inclusive of children with special educational needs and children with disabilities (see SEN policy);
13. ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
14. ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Valuing diversity in families

1. We recognise the diversity of family lifestyles and work with all families.
2. We encourage children to contribute stories of their everyday life into the pre-school.
3. We encourage parents/carers to take part in the life of the pre-school.
4. For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
5. We regularly seek the views of parents /carers.
6. We offer a flexible payment system for families of differing means. We offer information regarding sources of financial support;
7. We take positive action to encourage disadvantaged and under-represented groups to use the setting.

Food

1. We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
2. We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Meetings

1. Opportunities are arranged to ensure that all families who wish to may be involved in sharing skills and participating in some sessions at the pre-school.
2. We encourage fathers to be involved in the setting, whether they live with the child or not.
3. Information about Next Steps meetings are communicated in a variety of ways - written, verbal and in translation (if requested or necessary)- to ensure that all parents have information about and access to the meetings. Meeting times are as flexible as possible.
- 4.

Monitoring and Reviewing

We monitor and review this policy and the Inclusion monitoring plan annually.

We use a variety of methods to ensure the aims of this policy are successfully carried out. These include;

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- Monitoring of groups of children at pre-school
- Monitoring users of the pre-school and barriers to inclusion
- Monitoring staff training
- Monitoring that equalities are included in staff meetings
- Monitoring that equalities are embedded in pre-school documents including policies, staff job descriptions, advertising etc
- Agreeing actions to be included in the Inclusion Action Plan.
- Ensuring all members of the pre-school community are able to access this information.