

Equality and diversity Policy

Statement of Intent

Bents Green pre-school is committed to providing equal opportunities and anti-discriminatory practice for all children, families and employees. We strive to ensure that our group is fully inclusive in meeting the needs of all children, families and staff; to recognise individuality; acknowledge value and embrace differences. We also strive to promote equal opportunities with regard to employment, training admission to the group and access to all the resources, activities and facilities available.

Stella Pilkington is our named Equal Needs co-ordinator and will attend training to support her role.

Aim

We aim to:

- ensure that all who wish to work or volunteer to help with our pre-school have an equal chance to do so.
- provide a secure environment in which all our children can feel safe, flourish and in which all contributions are valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- make inclusion a thread that runs through all of the activities of the setting.
- Challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010); age; gender; gender re-assignment; marital status; pregnancy and maternity; race; disability; sexual orientation or religion/belief.
- where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the service or need different things from the service.

The legal framework for this policy is;

- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 2014
- Children Act (1989) and (2004)

- Fundamental British Values in the Early Years (Foundation Years 2015)
- Prevent Duty Guidance: for England and Wales (HMG 2015)
- The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015).

Methods

Admissions

- Our setting is open to all members of the community
- We advertise our service widely, using services such as Sheffield Directory and Link Magazine
- We reflect the diversity of members of our society in our continuous photo displays.
- We provide information in clear, concise language, whether in spoken or written form.
- We can provide information in as many languages as possible, if requested...
- We base our admissions policy on a fair system; a copy of this policy is also available on our website.
- We ensure that all parents are made aware of our Equality policy. All our policies are kept in the corridor and are easily accessible to parents.
- We do not discriminate against a child or their family, or prevent admission to our setting, on the basis of race, ethnicity, religion or social background.
- In accordance with the Equality Act 2010, we will not treat a child or adult with a disability "less favourably".
- We would ensure reasonable adjustments are made to the room layout, to ensure that disabled children or adults can participate successfully in the service we offer.

Employment

- Posts are advertised widely, taking into account safer recruitment procedures from Sheffield Safeguarding Children's Board and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses, in relevant legislation, where this is necessary, to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Services. This ensures fairness in the selection process.
- All job descriptions include a commitment to equality and diversity as part of their specifications.

- We monitor our application process to ensure that it is fair and accurate.

Training

- 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.
- We continually review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion. Our policies are reviewed regularly and a list is available on the stationery cupboard.
- Where possible training is offered to our parents e.g. first aid training.
- All staff accessed Prevent duty training in accordance with current legislation.

Curriculum

- All children will be respected and their individuality and potential recognised, valued and nurtured. (PIP 1.1, 1.2, 3.2) This is carried out by means of each key person observing their individual children, analysing and planning their next steps. By focussing on this method, this enables us as a team to include the individual needs of every child, irrespective of gender, culture, sexual orientation or disability, as the planning is tailored to them. Meetings and informal discussions are held with parents to share child's development.
- Creating an environment of mutual respect and tolerance and to model desirable behaviour to children and to support their understanding that some behaviours can be hurtful and unacceptable. (included in our behaviour policy).
- Activities and equipment give children the opportunities to develop in a prejudice free environment. (PIP 1.2, 2.4, 4.1, 4.4). Children are always offered choices in their daily activities.
- 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; (PIP 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4)
- Our toys and equipment are selected to give children a more balanced view of the world and to respect and appreciate the multicultural society.
- To celebrate a wide range of festivals, by means of stories, celebrations, food and displays.
- To show respectful awareness to all the major events in the lives of the children and families in the group and in our society as a whole, and to welcome the diversity of backgrounds
- To ensure that children learning English as an additional language have full access and are supported.

- To ensure that disabled children with and without additional needs are fully supported.
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- Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. This is embedded in our curriculum. We support children's skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully. Parents are encouraged to participate each term. Our Management Committee consists of parents of our current children.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion, e.g. using visual signs, communicating to parents.
- We develop action plans to ensure that people with impairments can participate fully in the service and the curriculum offered by the setting.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

Food

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

Meetings

- Meetings are arranged at different times, to ensure all families, who wish to attend may be involved in the running of the setting.
- Meetings are advertised on notice boards, newsletters, verbally by staff and can be translated, to ensure everyone receives information.

This policy should be read in conjunction with our Inclusion policy and our British Values policy (incorporated in the Safeguarding folder).

In order for our policy to remain effective, we monitor all our policies annually and check for updates and new legislation to ensure we continually promote equality, inclusion and value diversity.

This policy was adopted at a meeting of the pre-school held

on.....

Signed on behalf of the group

Role of signatory.....

Next review date.....