

Meppershall Pre-school

Equality and diversity policy

Statement of intent

Our pre-school is committed to providing equality of opportunity and anti-discriminatory practice for all children and adults.

Aim

We aim to:

- provide a secure environment in which all our children can 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 different ethnic groups and people with disabilities;
- improve our knowledge and understanding of issues of equality and diversity; and
- Make inclusion a thread which runs through all of the activities of the pre-school.
- meet children's individual needs;
- work in partnership with all parents, carers, families and professionals;
- promote British values

The legal framework for this policy is:

Equalities Act 2010

Children Act 1989 & 2004

Special Educational Needs and Disability Code of Practice 2014

Disability and the Equality Act 2010

Counter-terrorism and Security Act 2015

Methods

Our Equal Opportunities Co-ordinator is: **Kate Hankin**

Admissions

Our pre-school is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information, written and spoken, in as many languages as necessary. Bilingual/multilingual children and adults are an asset. They will be valued and their language recognised and respected in the Pre School. When English is not a first language, translation services will be sought through the Children's Information Service.
- We base our admissions policy on a fair system. They are admitted on a date of birth system.
- We do not discriminate against a child or their family or prevent entry to our setting on the basis of a disability or refuse a child entry to our pre-school on the basis of

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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.
- We do not discriminate against a child with a disability or refuse a child entry to our setting because of any disability.
 - We ensure that all parents are made aware of this Equality and diversity policy.
 - We will develop an action plan if necessary to ensure that people with disabilities can participate successfully in the services offered by the pre-school and in the curriculum offered.
 - The displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour is unacceptable on or around the premises and will be dealt with in the strongest manner.
 - Our registration form asks for background information about the child and family to ensure the staff know as much as they can about the child before their first session. This information includes religion, dietary requirements, likes and dislikes, toilet routines, etc. The information about the child aids the child's transition to Pre-school.
 - We take action against any discriminatory behaviour by staff or parents whether by: direct or indirect discrimination, association or perception; '*A racist incident is an incident which has been perceived to be racist by the victim or any other person*' – from McPherson report. For reported incidents refer to the 'summary procedure for dealing with racist incidents'.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- 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. 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 accessible.

Training

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

Curriculum

The curriculum offered in the pre-school encourages children to develop positive attitudes 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:

- making children feel valued and good about themselves;
- Ensuring that children have equality of access to learning.
- reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of materials;
- celebrating a wide range of festivals, see Festivals;
- creating an environment of mutual respect and tolerance;
- helping children to understand that discriminatory behaviour and remarks are unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities; and
- Ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.

Festivals

- Without indoctrination in any specific faith, children will be made aware of the festivals that are being celebrated by their own families or others, and will be introduced where appropriate to the stories behind the festivals.
- Before introducing a festival with which the adults in the Pre School are not themselves familiar, appropriate advice will be sought from people to whom that festival is a familiar one, or through research.
- Children and families who celebrate festivals at home with which the rest of the Pre School is not familiar will be invited to share their festival with the rest of the group, if they themselves wish to do so.
- Children will be encouraged to welcome a range of different festivals, together with the stories, celebrations and special food and clothing they involve, as part of the diversity of life.

Valuing Diversity in Families

- We welcome the diversity of family life and work with all families.
- We encourage children to contribute stories of their everyday life into the pre-school.
- We encourage parents/carers to take part in the life of the pre-school and to contribute fully.
- For families who have a first language other than English, we value the contribution their culture and language offer.
- We offer a flexible payment system for families of differing means and individual cases should be discussed with the treasurer.

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, cultural approaches to mealtimes and eating and to respect the differences among them.

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the pre-school.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation, if necessary - to ensure that all parents have information about access to the meetings.

Monitoring

- We monitor and review policies annually to ensure our strategies meet overall aims to promote equality, inclusion and to value diversity.

Date approved by Pre-school committee	
Signed by Pre-school leader	
Signed by Pre-school chair	
Signed by Pre-school staff	