

Valuing Diversity and Promoting Equal Opportunities Policy

Aim:

We will ensure that our preschool is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from the social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures that include 2 parent and 1 parent families, some children have 2 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 in or may live with other relatives and 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 race discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand these factors affect the wellbeing of children and can impact on their learning and attainment.

Playdays preschool s committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles and diverse family structures, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality, and valuing diversity.
- Challenge and eliminate discriminatory actions.
- Make inclusion a thread that runs through all activities of the setting.
- Foster good relations between all communities.

Method:

Admission

The preschool is open to all members of the community. We advertise our service within the community in a range of ways. We reflect the diversity of our publicity in our promotional and publicity materials.

We provide information in clear and concise language, whether in spoken or written form. We provide information primarily in English but additional languages are available on request.

We base our admissions policy on a fair system.

We ensure that all parents are made aware of our equal opportunities policy.

We do not discriminate against a child or their family, or prevent entry to the preschool on the basis of a protected characteristic as defined by the Equalities Act 2010. These are:

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- Disability
- Race
- Gender reassignment
- Religion of belief
- Sex
- Sexual orientation
- Age
- Pregnancy and maternity
- Marriage and civil partnership

We do not discriminate against a child with a disability or refuse a child entry to the preschool for reason relating to disability.

We ensure wherever possible that we have a balanced intake of boys and girls in the preschool.

We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the preschool and in the curriculum offered.

We take action against any discriminatory behaviour by staff or parents whether by:

- Direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the preschool
- Indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English in the setting.
- Association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background.
- Perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. assuming someone is gay because of their mannerism or how they speak.

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. Staff found to be openly discriminatory on the premises or outside of working hours will be subject to an investigation which may result in termination of employment.

Employment

Job vacancies are advertised and all applicants are judged against explicit and fair criteria.

Applicants are welcome from all backgrounds and vacancies are open to all. We may use the exemption clauses in relevant legislation to enable the preschool 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 Barring Service. This ensures fairness in the selection process.

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All job descriptions include a commitment to promoting equality and recognising and respecting 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 anti-discriminatory and inclusive practises, which enable all children to flourish.

We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.

We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

Curriculum

The curriculum offered in the preschool encourages children to develop positive mental 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.

Our environment is as accessible as possible for all visitors and centre users. If access to the setting is found to treat children or adults with disabilities less favourably than we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- Making children feel valued and good about themselves and others.
- Ensuring that children have equal access to learning.
- Undertaking an access audit to establish if the setting is accessible to all children.
- Making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments.
- Making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities e.g. recognising the different learning styles of girls and boys.
- Positively reflecting the widest possible range of communities in the choice of resources.
- Avoiding stereotyping or derogatory images in the selection of books or other visual materials.
- Celebrating a wide range of cultural festivals.
- Creating an environment of mutual respect and tolerance.
- Differentiating the curriculum to meet children's special educational needs.
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities.

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- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning.
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Valuing diversity in families

We welcome the diversity of families' lifestyles and work with all families without judgement. We encourage children to contribute stories of their everyday life to the preschool.

We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully.

For families who speak languages in addition to English, we will develop means to ensure their full inclusion.

We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

We take positive action to encourage disadvantaged and under-represented groups to use the setting.

Food

We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met. We help children to learn about a range of food and of cultural approaches to mealtimes and eating and to respect the differences of them.

Meetings

Meetings are arranged to ensure all families who wish to may be involved in the running of the setting.

We positively encourage fathers to be involved in the setting especially those fathers who do not live with the child.

Information about meetings is communicated in a variety of ways – written, verbal and in translation – to ensure that all mothers and fathers have information about and access to the meetings.

Monitoring and review

To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meet the overall aims to equality, inclusion and valuing diversity.

We provide a complaints procedure and a complaints summary record for parents to see.

Legal Framework

The Equality Act 2010

Children Act 1989, 2004

Special Educational Needs and Disability Act 2001