



Valuing diversity, promoting equality and equal opportunities

Policy Statement

We will ensure that we actively promote equality of opportunity and anti-discriminatory practices for all children.

We will ensure that we treat all children with equal concern and respect.

We recognise and welcome all legislation and existing codes of practice, produced by appropriate commissions, for example the Equal Opportunities Commission.

We value and respect the different racial origins, religions, cultures and languages in a multi-ethnic society so that each child is valued as an individual without racial or gender stereotyping.

We will also not discriminate against children on the grounds of disability, sexual orientation, age, class, family status, and HIV/Aids status.

We provide equal chances for each child to learn and develop to their full potential, taking into account each child's age and stage of development, gender, ethnicity, home language, and ability.

We provide and make sure that all children have access to a range of books, puzzles and other toys which provide positive images and examples of the diversity of life in our society.

We challenge racist and discriminatory remarks, attitudes and behaviour from the children in our care and adults.

We will always help children to feel good about themselves and others, by celebrating the differences which make us all unique individuals.

Procedures

Admissions – our setting is open to all members of the community

- We advertise our service widely
- We reflect the diversity of our society in our publicity and promotional materials
- We provide information in clear, concise language, whether in spoken or written form
- 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 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
 - Marriage and civil partnership
- We do not discriminate against a child with a disability or refuse a child entry to our setting for a reason relating to disability.
- We ensure wherever possible that we have a balanced intake of boys and girls in the setting.
- We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting 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 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 a 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
 - Perception – discrimination on the basis that it is thought someone has a protected characteristic eg. assuming someone is gay because of their mannerisms 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.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria
- Applicants are welcome from all backgrounds and posts are open to them all
- We may use the exemption clauses in relevant legislation 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 DBS. This ensures fairness in the selection process.
- 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 practices, 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 setting 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 begin to develop the skills of critical thinking.

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

- Making children feel valued and good about themselves and others
- Ensuring that children have equality of access to learning
- 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, eg. recognising the different learning styles of girls and boys
- Positively reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials
- Celebrating a wide range of festivals
- Creating an environment of mutual respect and tolerance
- Differentiating the curriculum to meet the 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
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning and
- 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 family lifestyles and work with all families
- We encourage children to contribute stories of their everyday life to the setting
- We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute full
- We positively encourage fathers to be involved in the setting, especially those fathers who do not live with the child
- 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 among them

Monitoring and reviewing

- To ensure our policies and procedures remain effective we will monitor them and review them annually to ensure our strategies meet the overall aims to promote equality, inclusion and valuing diversity
- We provide a complaints procedure and a complaints summary record for parents to see.

Priory View Pre-School

This policy was adopted by the Joint Management Team:

Vicky Peters – Owner / Manager

Delphine Pouncy – Deputy Manager

Christine Johnson – Deputy Manager

