

WHITLEY LODGE UNDER FIVES

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 families, staff and volunteers. This policy is specific to our setting and is a requirement of registration and has regard to relevant legislation.

Legislation and references

- The Equality Act 2010
- Employment Act 1989 (included in The Equality Act 2010)
- Human Rights Act 1998
- Race Relations Act 1976(included in The Equality Act2010)
- Race Relations Amendment Act 2000;
- Race Equality Act 2000 (included in The Equality Act 2010)
- Sex Discrimination Act 1986; (included in The Equality Act 2010)
- Children Act 1989/2004
- Special Educational Needs Code of Practice 2001/SEND 2014
- Disability Discrimination Act 1995 including Code of Practice for Schools 2002 (part 4) (included in The Equality Act 2010)
- Disability Rights Commission Act 1999
- Disabled Persons Act1986
- Data Protection Act 1984/1998/2018
- Care Standards Act 2000
- Education Act 2002
- Equal Pay Act 1970 (included in The Equality Act 2010)
- United Nations Convention on the Rights of a child
- Equal Treatment Directive 2000 including Religion and Sexual Orientation December 2003(included in The Equality Act2010)
- Admissions Policy
- Special Educational Needs Policy
- Staffing and Employment Policy

What are equal opportunities?

Our pre-school recognises that equality of opportunity means:

- Equality of access not equality of outcome
- Everyone should have the same chance to develop to his or her full potential
- An individual's opportunity should not be dictated by Protected Charateristics such as gender, race, disability, marital status, age or sexual orientation.
- Respect for the individual regardless of their circumstances
- Widening life choices rather than restricting them
- Fostering talents rather than suppressing them
- Challenging stereotypical ideas about what people are able to do
- Valuing diversity

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;
- promote the fundamental British values; and
- make inclusion a thread which runs through all of the activities of the pre-school

Objectives

- All adults, both staff and volunteers will try to be good role models for children, treating others with respect and tolerance.
- Discriminatory remarks or practice by children or adults will be challenged and the effects of such remarks or practice explained. The response will be sensitive to the feelings of the victim and help those responsible to understand and overcome their prejudices.
- Resources such as books, jigsaws, posters etc are chosen which portray non-stereotypical roles in relation to racial, cultural and religious diversity and disability.
- We try to ensure equality of access – i.e. that all children (girls and boys, minority and majority ethnic, with and without special needs) have equal access to all resources in the setting including access to staff. This is achieved by constant observation and management of resources as necessary.

The named person and their role

The named person for co-ordinating equal opportunities is **Jayne Pronk**

The named person will:

- Ensure that our setting has a policy in relation to Equal and Diversity
- Ensure that the Policy is reviewed and updated
- Attend relevant training and share information with colleagues
- Monitor practice to ensure the Policy is implemented
- Act as a link between parents and staff when there are issues relating to Equal Opportunities
- Ensure staff attend relevant training, including induction training and keep a record of training attended

Admissions

Our pre-school is open to all members of the community and no one is refused access on the basis of race, colour, gender, religion or disability (see also Admissions Policy and Special Needs Policy).

- We advertise our service widely.

- We provide information in clear, concise language, whether in spoken or written form.
- We base our admissions policy on a fair system.
- We do not discriminate against a child with a disability or refuse a child entry to our pre-school because of any disability.
- We ensure that all parents are made aware of our Equality and Diversity Policy.
- We collect information on our registration form relating to race, culture, religious diversity, ability and disability, and additional needs to ensure any reasonable adjustment can be made.
- Information can be provided in different formats if required e.g. large print, Braille etc.
- Our Admissions Policy and forms will be revised regularly to accommodate changes in circumstances and legislation.

Implementation

- When a child is admitted to pre-school in addition to the information on the registration form and that shared verbally with staff, parents are requested to complete an 'All About Me' booklet which forms a starting point to the record keeping process and gives parents an opportunity to share particular information about their child to ensure appropriate care can be given.
- When selecting new equipment or resources we ensure that they include positive imagery and reflect diversity.
- We carry out an audit of resources to ensure that they include positive imagery and reflect diversity.
- All children have access to the whole curriculum. This is ensured by planning for differentiation within activities and carrying out planned observations across the curriculum to ensure all children have equality of access to learning including children with special educational needs and disabilities.
- We try to show respectful awareness of all the major events in the lives of the children and families in pre-school.
- Planning includes activities which offer children opportunities to develop in an environment of mutual respect and tolerance
- Planning ensures opportunities for children to feel valued and good about themselves and also to explore and value each other's similarities and differences.
- We ensure that language used in pre-school includes everyone. We use clear, simple explanations and support children whose first language is not English by use of key words in a home language and supporting their learning.
- We try to ensure communication used includes everyone – we have used BSL and Makaton and would seek an interpreter or translation when needed.

Record keeping

- Our setting has regard to the General Data Protection Regulation (2018)
- Records kept about individual children reflect the wishes and views of the parents with regard to the care of their child e. g. diet, religion, language, health, medical conditions, participation in specific activities and adults who are authorised to have access.
- When parents provide new information records are updated.
- All records are stored in a locked cupboard and treated in confidence.

Staffing, recruitment and training

- Staff and volunteers are valued as individuals in their own right and treated with respect.
- Any discrimination against a member of staff will not be tolerated and will be challenged.
- Anyone who experiences discrimination has recourse to the grievance procedure (see Staffing and Employment Policy).
- 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 Disclosure and Barring service. 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.
- We seek out training opportunities for staff and volunteers to enable them to develop practices which enable all children to flourish.
- Training needs are identified through Professional Developmental Reviews, appraisals and training plans and all staff have access to training.

Partnership with Parents / Carers and others

- 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.
- Parents / carers are informed about our Equality and Diversity Policy in the Welcome Pack.
- 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.

Food

- We work in partnership with parents to ensure that the health, 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 and verbal - to ensure that all parents have information about access to the meetings.

Evaluation and review

This policy will be monitored to ensure that the aims of the policy are being met and reviewed in line with current development, need and legislation. Any complaints about the implementation of this policy can be pursued using the Complaints Policy and procedure.

This policy was read and understood by all staff.

Carol Shields.....
Lucy Brown.....
Helen Graham-Potts.....
Jayne Pronk.....
Amy Kennedy.....

Staff meeting date.....25/8/20.....

To be revised September 2021