Equality, Inclusion and Valuing Diversity Policy

**Statement of intent**

**We believe that our group's activities should be open to all children and families and to all adults committed to their welfare.**

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability.

Our Pre-School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. Discriminatory remarks/behaviour are unacceptable. Our response to discrimination is to be sensitive to the feelings of the victim(s) and to help those responsible to understand and overcome their prejudices.

**We aim to:**

* provide a secure and accessible environment in which all our 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, diverse ethnic and cultural groups and people with a disability
* improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
* to respect the diversity of all staff and provide a positive model for the children, with regard to friendliness, care and courtesy.
* Challenge and eliminate discriminatory actions.
* review, monitor and evaluate the effectiveness of inclusive practices

The legal framework for this policy is:

The Equality Act 2010

Disability Discrimination Act (DDA) 1995

Race Relations Act 1976

Race Relations Amendment Act 2000

Sex Discrimination Act 1975, 1986

Children Act 1989, 2004

Special Educational Needs and Disability Act 2001, 2014

**Method**

We have a named person (Karen Pacevitch) who has overall responsibility for our programme for equality, inclusion and diversity.

We require the named person to:

Keep her/himself up to date with legislation, research and thinking.

Access relevant sources of expertise on equality, inclusion and diversity.

Check that all staff have relevant in-service training, andseek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.

 **Admissions**

 Our pre-school is open to every family in the community.

 We advertise our service widely.

 We provide information in clear, concise language,

 We will communicate with parents who do not read/write by inviting them into our setting and providing information in a spoken form.

 We ensure that all parents are made aware of our equality and diversity policy and all other relevant policies**. The waiting list for places is organised in order of date of birth but other factors will be taken into account. When places are in short supply, sessions will be shared out fairly and decisions made by the committee as a whole.**

**We offer flexible attendance patterns.**

 We do not discriminate against a child or their family, or prevent entry to our pre-school, on the basis of disability, race, ethnicity, sexual orientation, religion or belief, gender assignment or social background. We plan to ensure that all individuals can participate successfully in the services offered by the setting and in the curriculum offered.

We take action against any discriminatory or harassing behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt.

## **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 all.

## All job descriptions include a commitment to valuing equality and recognising and respecting diversity as part of their specifications. Disciplinary action will be taken against any member of staff who fails to comply.

## **Learning Framework and environment**

## The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves.

## The environment should be accessible for all visitors and service users.

We do this by:

## making children feel respected, valued and good about themselves

## 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 that the individuality and potential of each child is recognised and that they receive 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 stereotypes or derogatory images in the selection of books or other visual materials
* giving children the opportunity to celebrate a variety of festivals, together with the stories, special food and clothing they involve.
* 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 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 family lifestyles and recognise that many different types of family successfully love and care for children.

We aim to make children aware of all appropriate festivals celebrated in our area and/ or by families involved in the pre-school, without indoctrination in any specific faith or belief.

It is the right of every member of the group to have their religion or beliefs respected.

We encourage parents/carers to take part in the everyday life of the pre-school and to share their festivals with the group if they wish to do so. We encourage children to contribute stories of their everyday life to the setting.

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

Families with English as a second language (EAL) will be given support through a translation /interpretation service.

We can offer a flexible payment system for families of differing means.

**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 mealtimes and eating, and to respect the differences among them.

This policy was signed on behalf of the preschool – T Pattison (Preschool Manager)