**EQUALITY AND DIVERSITY POLICY**

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 setting is 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 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 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 of the activities at the setting

**Admissions**

 ▪ The Pre-school is open to every family in the community.

▪ The waiting list is not operated on a first come basis but on a fairer system. We use the system explained in our Admissions Policy.

▪ Families joining the group are made aware of our Equality and Diversity Policy.

 ▪ We do not discriminate against a child with a disability or refuse a child entry to our Pre-School for reason relating to disability.

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

 ▪ 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, and marriage and civil partnership.

▪ 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 service;

 - 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; or

- 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.

 **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.

▪ 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 promoting equality and recognising and respecting diversity as part of their specifications.

 **Training**

▪ We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices which allow 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.

 **The 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 to begin to develop the skills of critical thinking. Our environment is as accessible as possible for all visitors and service users. If access to the setting is found to treat disabled children or adults less favourably then 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

• ensuring that children have equality of 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 stereotypes or derogatory images in the selection of books or other visual materials

• celebrating a wide range of festivals

\*avoiding stereotypes or derogatory images in the selection of books or other visual materials

• 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

• ensuring that children learning English as an additional language will have full access to the curriculum and are supported in their learning.

 **Festivals**

Our aim is to show respectful awareness of all major events in the lives of the children and families in the Pre-school, in our society as a whole and to welcome the diversity of backgrounds from which they come.

 In order to do this we aim to acknowledge all the festivals which are celebrated in our area and/or by the families involved in the Pre-school.

• Without indoctrination in any specific faith, children will be made aware of the festivals which 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 from resources at the local library.

• Children and families who celebrate festivals at home with which the rest of the group 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 lifestyles and work with all families

• We encourage children to contribute stories of their everyday life to the setting

• We encourage parents/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.

 **Food**

• We work in partnership with parents to ensure that the medical, religious, 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

**Meetings**

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

• Information about meetings is communicated in a variety of ways – written, verbal and in translation if required – to ensure that all parents have information about and access to meetings

**Monitoring and reviewing**

• To ensure our policies and procedures remain effective we will monitor 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

 **EYFS key themes and commitments**

|  |  |  |  |
| --- | --- | --- | --- |
| A unique child | Positive relationships | Enabling environments | Learning and Development |
| 1.2 Inclusive practice1.3 Keeping children safe | 2.1 Respecting each other2.2 Parents and partners2.3 Supporting learning2.4 Key person | 3.2 Supporting every child3.4 The wider context | 4.4 Areas of Learning and development |

 **Legal framework**

➢ The Equality Act 2010

➢ Children Act 1989, 2004

➢ Special Educational Needs and Disability Act 2001

Date of next review: September 2024

Signed……………………………….. Position…………………………. Date………………

Copies of the original signed document are available upon request.