



EQUALITY, DIVERSITY, INCLUSION & EQUAL OPPORTUNITIES POLICY

Statement of intent

Teston & Wateringbury Pre-school is committed to providing equality of opportunity and anti-discriminatory practice for all children and families. We believe that no child, individual or family should be excluded from the Pre-school's activities on the grounds of age, gender, sexuality, class, family status, means, disability, colour, ethnic origin, culture, religion, language or belief.

Aims

We aim to:

- Ensure that all who wish to work in, or volunteer to help with, our Pre-school have an equal chance to do so.
- 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; and
- The Manager and deputy manager makes sure that inclusion is a thread which runs through all of the planning and activities of the pre-school.

The legal framework for this policy is:

- Race Relations Act 1976
- Children Act 1989; and
- Special Educational Needs and Disability Act 2001.
- Race relations Amendment Act 2000
- Sex Discrimination Act 1986
- Equality Act 2010

ADMISSIONS

The Pre-school is open to all members of the community. The waiting list is not operated on a first come, first served basis, but a fairer system. We use the following system for accepting children from the waiting list; once the registration form is received by the deputy manager/admissions co-ordinator, she enters the details of the child on the waiting list in date of birth order.

- We advertise our service widely.
- We reflect the diversity of members 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 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 equal opportunities policy.

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

EMPLOYMENT

The Pre-school will appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed.

No applicant will be rejected on the grounds of age, gender, sexuality, class, means, family status, disability, colour, ethnic origin, language, culture, religion or belief.

- 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 Criminal Records Bureau. 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.

TRAINING

- We seek out training opportunities for staff and volunteers to enable them to develop practices which enable all children to flourish
- We review and monitor our practices to ensure that we are fully implementing an effective policy for equality and diversity on a regular basis.

VALUING DIVERSITY IN FAMILIES

The Pre-school recognises that many different types of family successfully love and care for children.

- 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.
- For all 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 if struggling to pay on time.

THE CURRICULUM

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment are intended for the use of all, and are free from prejudice and discrimination. Opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others. The curriculum encourages children to empathise with others and begin to develop the skills of critical thinking.

- We do this by making children feel valued and good about themselves.
- Ensuring that children have equality of access to learning.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Celebrating a wide range of festivals.
- Creating an environment of mutual respect and tolerance.
- Helping children to understand that discriminatory behaviour and remarks are unacceptable.

- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities, and
- Ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.

RESOURCES

These will be chosen to give children a balanced view of the world and appreciation of the rich diversity of our multi-racial society.

Materials will be selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people.

SPECIAL EDUCATIONAL NEEDS

The Pre-school recognises the wide range of special needs of children and families in their community, and will consider what part it will play in meeting those needs.

Planning for Pre-school meetings and events will take into account the needs of parents and/or children with varying abilities.

DISCRIMINATORY BEHAVIOUR/REMARKS

These are unacceptable in the Pre-school and will not be tolerated.

The response will aim to be sensitive to the feeling of the victim(s) and to help those responsible to understand and overcome their prejudices.

LANGUAGE

Information, written and spoken, will be clearly communicated in as many languages as necessary.

Bilingual/multilingual children and adults are an asset. They will be valued and their languages recognised and respected in the Pre-school.

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, cultural approaches to mealtimes and eating and to respect the differences among them.

AIDS/HIV POSITIVE

No one with AIDS or who is HIV Positive will be excluded from the Pre-school. **See also Health, Hygiene & Safety Policy.**

MEETINGS

The time, place and conduct of meetings will ensure that all families who wish to be involved in the running of the pre-school have an equal opportunity to be involved.

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 access to the meetings.

Refer also to:

ADMISSIONS POLICY

STAFFING POLICY

EARLY YEARS FOUNDATION STAGE POLICY

EQUIPMENT AND RESOURCES POLICY

SPECIAL EDUCATIONAL NEEDS POLICY

HEALTH, HYGIENE AND SAFETY POLICY

PARENTAL INVOLVEMENT POLICY