**Equality of Opportunity**

**Valuing diversity and promoting equality Policy**

**Statement of intent**

Our pre-school will ensure that our service if 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

**Aim**

**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 disabilities;
* Improve our knowledge and understanding of issues of anti-discriminatory practise equality and valuing diversity; and
* Make inclusion a thread which runs through all of the activities of the pre-school.

**EYFS key themes and commitments**

**Procedures**

**Admissions**

Our pre-school 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 provide information in different languages if requested.
* 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 a disability.
* We do not discriminate against a child or their family, or prevent entry to our pre-school, on the basis of colour, ethnicity, religion or social background, such as being a member of a Travelling community or an asylum seeker.
* We ensure that all parents are made aware of our equal opportunities policy.
* We develop and action plan to ensure that people with a disability can participate successfully in the services offered by the pre-school and in the curriculum offered.
* We take action against any discriminatory 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 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.
* 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 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.
* 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 review our practices to ensure that we are fully implementing our policy for promoting equality and valuing diversity and inclusion
* We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.

**Curriculum**

The curriculum offered in the pre-school 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 visitors and service users. If access to the settings 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 the 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, 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 materials books and other visual materials;
* Celebrating a wide range of festivals;
* Creating an environment of mutual respect and tolerance;
* 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;
* Differentiating the curriculum to meet children’s special educational needs;

Ensuring that children whose first language is not English have full access to the curriculum and are supported in the maintenance and development of their home languages by asking parents for support in translating key words. We also invite family and volunteers into the setting to communicate with children in their own home language

**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 into the pre-school.
* We encourage parents/carers to take part in the life of the pre-school and to contribute fully.
* For families who speak languages in addition to English, we will develop means to ensure their full inclusion, we value the contribution their culture and language offer.
* We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

**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.

**Meetings**

* Information about meetings and the minutes of the meetings is communicated in a variety of ways – written and verbal to ensure that all parents have as much information as possible.

**Monitoring and reviewing**

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

**Family’s ideas**

* Newsletters are sent out termly reminding families that they are welcome to suggest ways of improving their pre-school and that they are very welcome to become involved in the running of the pre-school if they wish.
* A suggestion book is available for families to comment in if they wish (if they would sooner it be anonymous or they would simply prefer to write it down instead of conversing verbally). This is advertised verbally on occasions by the supervisor at the door and termly in the newsletter.

**The legal framework for this policy is:**

* Race Relations Act 1976;
* The Equality Act 1976
* Race Relations Amendment Act 2000;
* Sex Discrimination Act 1976, 1986;
* Children Act 1989, 2004
* Special Educational Needs and Disability Act 2001
* Disability Discrimination Act (DDA) 1995, 2005

This policy was adopted in ...............................................................

Date to be reviewed .................................................................

Signed (All Staff)..........................................................................................................................

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