



Policy Statement

We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins while others may be more removed from close kin or may live with other relatives or foster carers. Some children have needs that arise from disability or impairment or may have parents that are affected by disability or impairment.

Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors affect the well-being of children and can impact on their learning and attainment.

Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- promote equality and value diversity within our service and foster good relations with the local community;
- actively include all families and value the positive contribution they make to our service;
- promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms;
- provide a secure and accessible environment in which every child feels safe and equally included;
- improve our knowledge and understanding of issues relating to anti-discriminatory practice,
- challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010) namely:
 - age;
 - gender;
 - gender reassignment;
 - marital status;
 - pregnancy and maternity;
 - race;
 - disability;
 - sexual orientation; and
 - religion or belief.
- where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the service or need different things from the service.

Admissions

Our pre-school is open to all members of the community.

- We advertise our service throughout the community.
- 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 or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act 2010.
- We do not discriminate against a child with a disability we would not refuse a child entry to our pre-school because of their disability as long as we have the knowledge and appropriate facilities/skills to cater for their needs safely and appropriately.
- We ensure that all parents are made aware of our equality, inclusion and diversity policy.
- Our SENCO will work with parents to 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.
- We do not discriminate against any child or family; or prevent entry to our setting as long as we can provide the appropriately qualified staff to meet the necessary needs.
- We take action against any discriminatory behaviour by staff.
- We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country. (see our parents code of conduct)

Employment

- Posts are advertised and all applicants are treated equally against explicit criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- The applicant who best meets the requirements is offered the post, subject to references and checks by the Criminal Records Bureau.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- We record our application process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for staff to enable them to develop practices which enable all children to flourish in our inclusive practice.
- When necessary we ensure that staff are confident and fully trained in administering relevant medicines and any invasive care procedures on children when these are required.
- We review our practices to ensure that we are fully implementing our policy for equality, valuing diversity and inclusion.

Curriculum

The curriculum offered in the pre-school encourages children to develop positive attitudes about themselves as well as about people who are different from themselves. It encourages development of confidence and self-esteem, empathy, critical thinking and reflection.

We ensure that our practice is fully inclusive by:

- creating an environment of mutual respect and tolerance;
- modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- positively reflecting a range of communities within resources;
- avoiding use of stereotypes or derogatory images within our books or any other visual materials;
- celebrating locally observed festivals and holy days;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
- ensuring that disabled children with and without special educational needs are fully supported;
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages

Valuing Diversity in Families

- We encourage children to contribute stories of their everyday life into the pre-school.
- We welcome the diversity of family lifestyles and work with all families.
- We encourage parents/carers to take part in the life of the pre-school and to contribute fully by making sure both parents are kept up to date with what is happening in preschool.
- We offer a flexible payment system for families of differing means (see fees policy).
- During play we encourage children to respect and value each other.

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

Meetings

- Committee meetings are arranged to ensure that all families who wish to, may be involved in the running of the pre-school.
- We encourage fathers to be involved in our setting helping out or joining the pre-school committee.
- Information about meetings is clearly communicated in both written and spoken language to ensure that all parents have information 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 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.

The legal frameworks used to help form this policy are:

The Equality Act (2010)

Children Act (1989) & (2004)

Children and Families Act (2014)

Special Educational Needs and Disabilities Code of Practice (2014)

This policy was adopted by: Burham Pre-school

On _____

Date to be reviewed _____

Signed: _____ (supervisor)

_____ (chairperson committee)