
## **EQUALITY AND DIVERSITY POLICY**

*We are committed to listening to the children and will work alongside parents, families, carers and outside agencies to help all children achieve their full potential. We will challenge discrimination in all areas of our provision and offer a warm and caring environment to all social and cultural groups. We will provide activities that reflect the diversity of families within the pre-school and that develop children’s knowledge of the wider community.*

Siobhan Morley is the named person with responsibility for Inclusion, Equality and Diversity at Stonham Aspal Pre-School. Siobhan Morley is the Special Educational Needs Co-ordinator (SENCo)

Stonham Aspal Pre-School works in accordance with all relevant legislation, including:

* Disabled Persons Act 1958,1986
* Race Relations Act 1976 (Amendment) Act 2000
* Sex Discrimination Act 1975 (Amendment) Regulations 2008
* Children Act 1989 and 2004 (Every Child Matters)
* Disability Discrimination Act 1995 and 2005
* The Human Rights Act 1998
* Employment Equality (Age) Regulations 2006
* The Equality Act, 2010 (Meeting Your Duties under the Equality Act 2010)
* Special Educational Needs and Disability Act (2001)
* Children and Families Act (2014)
* Special Educational Needs and Disabilities Code of Practice (2014)

We promote inclusion and support children in learning to value and respect diversity and difference. We recognise that we need to make our provision accessible to all children whatever their race, religion, home language, family background, gender, disability, medical needs or learning difficulty. Some children come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status.. Stonham Aspal Pre-School understands that all these factors can affect the well-being of children within these families and may adversely impact on children’s learning, attainment and life outcomes. Families joining the Pre-School are invited to read the Equality and Diversity Policy and we discuss our approach with them.

We believe that the Pre-School should be open to all children and families, and to all adults committed to their welfare. We aim to ensure that those who wish to work in (including work experience students) or volunteer with our Pre-School have an equal chance to do so.

Children’s cultural beliefs will be respected. Parents/carers will have the opportunity to discuss these during the home visit and settling visits.

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

We have a statement in our British Values which reflects how we promote Tolerance of Faiths and Beliefs

Through knowledge and understanding of the world, we celebrate different cultures and beliefs. In our learning and routines at Pre-School, we promote tolerance and understanding while celebrating British values. This will help children respect other cultures while developing a sense of national identity. We visit the church to learn about Harvest Festival and Easter, we celebrate British traditions such as May Day and the Royal Family events and we also learn about traditions from cultures such as Chinese New Year and Diwali.

# Admissions

Please refer to The Admissions and Payment of Fees Policy.

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

The Pre-School is able to offer a flexible payment system for families who are struggling to pay fees.

# Employment

Please refer to The Employment Policy.

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

Commitment to implementing the group’s Equality and Diversity Policy will form part of the job description for all workers and all employees, students and volunteers will be expected to promote tolerance and respectful behaviour, challenge discrimination and be positive role models. Staff will support children to behave positively towards one another and negative attitudes will be challenged. Staff will promote children’s self-esteem through positive attitudes to their own culture and faith, and staff will gain information from parents/carers to ensure they understand the importance and relevance of particular festivals and celebrations. All of the activities in pre-school will be inclusive to all children where ever possible.

**Training**

Adults working with children receive training, usually through Suffolk CPD online, Early Years Childcare Training Unit and attend network support meetings to develop their anti-discriminatory and inclusive practice. Issues arising from training are discussed at staff meetings and used to improve practice and policy. Staff who have attended training will bring feedback to the setting (cascade from training sheets are provided for staff to bring feedback to the meetings). Supervision meetings will be held for all staff. We continue to make our practise inclusive and monitor staffs performance through regular peer observations.

# The Learning Environment

# Please refer to The Learning Environment Policy

Key persons differentiate children’s individual learning and development in the Early Years Foundation Stage by offering them the opportunity to learn about each other and also people outside our immediate community. Positive images are provided in displays and resources to promote individuality, recognising that all children should be valued and their potential nurtured. Planning takes into account accessibility and inclusion and thought is given to how activities and the environment can be adapted and support given to meet all children’s needs. Risks that may arise from inclusion will be assessed individually.

# Resources will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-cultural 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.

We provide a balance of child initiated and adult led activities to ensure that children have the opportunity to make independent choices, have time to experiment and explore, and receive encouragement from a supportive adult.

Trips and visits from outside agencies i.e. police, will be planned to ensure that all children can take part equally, adjusting the arrangements where ever possible to meet a child’s needs.

# Children’s needs

The Pre-School recognises the wide range of needs of children and families in the community and will plan appropriately to meet these needs.

Parents/carers are invited to discuss their children’s needs with their key person, the pre-school leader and the Special Educational Needs Co-ordinator (please refer to the Special Educational Needs Policy). The SEN Code of Practice requires careful observation and assessment to be made to ensure that early intervention takes place when additional needs are recognised. We will work together with parents/carers to ensure they understand the Code of Practice and that individual children’s needs are met. The SENCo and key persons will work with outside agencies to support individuals learning and development.

During the settling-in period parents/carers are invited to complete an ‘All About Me’ book and a ‘One Page Profile’ for their child and the information is used by their key person to plan appropriately and relayed to the staff team working with the child, noting specific emotional, physical, cultural and religious requirements.

**Working with parents/carers and outside agencies**

Please refer to Working in Partnership with Parents.

Pre-School meetings and events will take into account the differing needs of all people.

The Pre-School staff team appreciate that parents/carers have special knowledge of their child and we will provide opportunities to share this, recognising that it is important that children are able to see their parents/carers being treated respectfully.

Where additional needs are identified, the Pre-School’s SENCo, Siobhan Morley, will seek advice from outside agencies to acquire appropriate resources to enable a child to take part equally in Pre-School activities.

Meetings with parents/carers and outside agencies will be planned at times that will enable those involved to take part.

Siobhan Morley, responsible for Equality and Diversity in the Pre-School, will ensure that parents/carers are made aware of the setting’s ethos of valuing social and cultural diversity by providing positive images through displays and resources.

**Accessibility**

We ensure that the environment is as accessible as possible for all visitors and service users. We do this by:

* Undertaking an access audit to establish if the setting is accessible to all disabled children and adults. We will make reasonable adjustments to accommodate the needs of children and adults with disabilities.
* Fully differentiating the environment, resources and curriculum to accommodate a wide range of learning, physical and sensory needs.

# Discriminatory behaviour/remarks

Please refer to our Behaviour Management Policy and Employment (Disciplinary Procedures).

Offensive behaviour, language or attitudes with regards to race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation and disability will be challenged. These are unacceptable in the Pre-School. The response will be sensitive to the feelings of the victim(s) and support given to those responsible to understand and overcome their prejudices.

The way that we respond to negative responses (verbal or behavioural) is discussed at staff meetings to ensure consistent and appropriate strategies are applied.

**Bullying**

Please refer to our Behaviour Management Policy.

The Pre-School views any form of bullying as unacceptable and staff work with children to help them express their emotions appropriately. Members of staff will invite parents/carers to work with them and the child to ensure that bullying such as verbal taunts, excluding a child from play or physical abuse is addressed promptly and sensitively. Adults will support and encourage children to empower them to deal with conflict.

# Language

For families who speak languages in addition to English, we will develop means to encourage their full inclusion. We will work with parents/children to learn words in their home language. In the setting we will speak English to the child but will also use symbols and Makaton signing to aid our communication.

Information, written and spoken, will be clearly communicated in as many languages as necessary. Translator services will be sought where necessary.

# Food

Please refer to our Health and Safety Policy.

Medical, dietary and cultural needs will be discussed with parents/carers and these will be respected when planning snack times and activities so that all children can be included. Staff will receive training to meet these needs when it is appropriate. We will include opportunities for the children to learn about different cultural experiences with regard to food and eating.

**Statements of intent:**

* The Pre-School is opposed to racist and sexist attitudes and practices and will challenge comments with its staff, members and their families.
* We are fully committed to the active promotion of equal opportunities in our employment practices, in our working practices and in the provisions of all our services.
* We believe that people are of equal worth whatever their race, culture, ethnicity, ability, gender, social background or religion.
* We believe that all people deserve equal respect and we value their differences.
* We are determined to make all efforts to prevent discrimination against our staff, members and their families.
* The Pre-School will ensure that all its members have equal access to the Framework for the Early Years Foundation Stage
* The resources and displays will reflect and promote gender, disability, culture, ethnicity, ability, social background, religion and race.
* The Pre-School has a named Equal Opportunities Co-ordinator – Siobhan Morley.
* The Pre-School has a named Special Educational Needs Co-ordinator Siobhan Morley.

Though this policy we promote the five Every Child Matters Outcomes:

* Stay Safe
* Being Healthy
* Enjoy and Achieve
* Make a Positive Contribution
* Achieve Economic Well-being

Links into other policies:

Admissions

Behaviour Management

Confidentiality

Documentation

Employment

Health and Safety

Pre-school Trips

Safeguarding Children

Special Educational Needs

The Learning Environment

Visitors to Pre-school

Responsibility

* Stonham Aspal Pre-School will ensure that all staff, parents/carers, volunteers and others involved in its work will follow and implement this policy.
* The managerial responsibility for this policy will lie with the Stonham Aspal Pre-School management committee and staff team.
* This Equality and Diversity Policy will be evaluated and reviewed by the management committee. Staff contribute on an annual basis and parents/carers will also be invited to contribute.
* We will listen to children’s points of view and consider this when making and reviewing policies.

This Equality and Diversity Policy was adopted at a meeting of the Stonham Aspal Pre-School Committee:

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| **Date** | **March 2020** |
| **To be reviewed again by:** | **March 2021** |
| **Chairperson signature** |  |
| **Pre-School leader signature** |  |