



Equality and Diversity Policy

Statement of intent

Our setting is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families.

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from ethnic heritage, social and economic background, gender, ability or disability.

Aim

We aim to:

- 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 gender roles, diverse ethnic and cultural groups and people with disabilities;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- make inclusion a thread that runs through all of the activities of the setting.

EYFS Key Themes and Commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Developing
1.2 Inclusive practice 1.3 Keeping safe 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Keyperson	3.2 Supporting every child 3.4 The wider context	4.4 Areas of learning and development

Methods

In order to meet our legal and moral duties, promote equality and inclusion in our setting and to value diversity we follow these procedures;

Admissions

Our setting is open to all members of the community.

- 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.
- On request we will endeavour to provide information in as many languages as possible.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background.
- We do not discriminate against a child with a disability or refuse a child entry to our setting because of any reasons relating to a disability.
- We will develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly racist insignia, distribution of racist material, 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 welcomed from all backgrounds and posts are open to all.
- We may use the exemption clauses of the Race Relations Act and the Sex Discrimination Act where this is necessary 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 a successful DBS check. 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 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 equality, diversity and inclusion.

Curriculum and Environment

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.

The environment is accessible for all visitors and service users. If access to the setting is found to treat disabled children or adults less favourably than reasonable adjustments will be made to accommodate the needs of all.

We do this by:

- making children feel valued and good about themselves;
- ensuring that 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 books or 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;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

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

Inclusion and Disability Access Plan

As part of our equal opportunity policy, we may need to make adjustments to our setting to accommodate an individual child. We will not treat a child less favourably for reasons relating to disability and we will take all reasonable steps to ensure that children with disability are not disadvantaged. We will discuss the needs of an individual child with the parents/carers and make every effort to support them as necessary. This may involve

- Physical improvements to increase access
- Extending the provision of information to different formats

Each of these areas will be planned for the short, medium and long term to help support the needs of the child.

Identifying barriers to access

We recognise that changes may need to be considered to accommodate an individual with a disability. The following list demonstrates some of the areas where change may be needed.

This list is not exhaustive.

- Reorganising the layout of the room/outdoor space
- Adding a hearing loop
- Changing the colour of door frames e.g. adding fluorescent strips
- Making printed matter available in large print format
- Widening pathways
- Adding ramps to exits and door to outside play area
- Reviewing emergency evacuation procedures
- Adding fire alarms with both visual & auditory components

Legal framework

The legal framework for this policy is:

- The Equality Act 2006, 2010
- Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976, 1986
- Children Act 1989, 2004
- Special Educational Needs and Disability Act 2001

This policy was agreed by the staff of Playhouse Pre-School Broadwater.

Adopted on 23rd April 2015 and will be reviewed annually.

Reviewed on 7th July 2023 by Z. Munford