

## **1.18 Equality of opportunity**

### **Valuing diversity and promoting inclusion and equality**

#### **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 one or two parents of the same or different 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 gender, religious or belief background.

We understand that these factors can 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 using our setting. We aim to:

- provide a secure and accessible environment in which every child feels safe and equally included;
- 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;

- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- 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.

Our Special Educational Needs Coordinators (SENCo) are Debbie Reed and Deborah Biscoe

Our Equalities Named Coordinator (ENCo) is Deborah Biscoe

### **EYFS key themes and commitments**

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Areas of learning and development

### **Procedures**

#### *Admissions*

Our setting 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 if needed information in as many languages as possible.
- 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 or refuse a child entry to our setting for reason relating to disability.
- We develop an action plan to ensure that people with a disability can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory, prejudice harassing or victimising behaviour by staff, volunteers or parents whether by:
  - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of a specific ethnic groups from using the service;
  - indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
  - discrimination arising from a disability – someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity;
  - association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
  - Perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation.
  - We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia)
- Displaying of openly discriminatory xenophobic and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.
- By publishing an annual demographic report we demonstrate our commitment to the specific duty within the Equality Act 2010.
- We take guidance from Cambridgeshire County Council when writing and implementing this policy.

### *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 suitability checks. 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.
- All interviews include at least one equality and SEN/D question.
- We monitor our application process to ensure that it is fair and accessible.

### *Training*

- We have staff meetings for staff and volunteers that include relevant training to enable them to develop anti-discriminatory and inclusive practices.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

### *Curriculum*

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 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;
- avoiding use of stereotypes or derogatory images within our books or any other visual materials;
- celebrating a wide range of festivals;
- 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;
- 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.

We ensure that our 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 children;
- 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.
- fully differentiating the environment, resources and curriculum to accommodate a wide range of learning, physical and sensory needs.

#### *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 mothers, fathers and other 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.
- We take positive action to encourage disadvantaged and under-represented groups to use the setting.

#### *Food*

- We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met where ever possible.
- 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.

#### *Meetings*

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
- We positively encourage fathers to be involved in the setting especially those fathers who do not live with the child.

- Information about meetings is communicated in a variety of ways - written, verbal and if needed in translation - to ensure that all mothers and fathers have information about and access to the meetings.

*Monitoring and reviewing*

- To ensure our policies and procedures remain effective we will monitor and review them regularly 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.

*Public Sector Equality Duty*

- We have regard to the Duty to eliminate discrimination, promote equality of opportunity, foster good relations between people who share a protected characteristic and those who do not.

**Legal framework**

- 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 at a meeting of      Rainbow Preschool  
 Held on      27/09/2018  
 Date to be reviewed      2019/20  
 Signed on behalf of the Management  
 Committee

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Names of signatories      Lisa Brown & Lucy Daybell  
 Roles      Co-Chairs

**Other useful Pre-school Learning Alliance publications**

- Guide to the Equality Act and Good Practice (2011)
- SEND Code of Practice 2014 for the Early Years (2014)

- All Together Now (2011)
- Where's Dad? (2009)