



Equality, Diversity and Inclusion Policy

A commitment to equality is an essential part of our work because we believe that everyone has a right to have their individual needs and experiences respected and valued. This, in turn, creates an environment where diversity is positively reflected throughout our practice and encourages the children to acknowledge and celebrate the differences of our pre-school and the world in which we live.

We believe that all children, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability should have the opportunity to experience a challenging and enjoyable programme of learning and development.

We will ensure that our pre-school 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, cultural and religious backgrounds. Children grow up in diverse family structures, some children have needs that arise from disability or impairment, or may have parents that are affected by disability or impairment. We understand that these factors affect the well-being of children and can impact on their learning and attainment.

Marsh Green Pre-school is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- provide a secure and accessible environment in which all of 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 family structures, diverse ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- challenge and eliminate discriminatory actions;
- make inclusion a thread that runs through all of the activities of the pre-school and foster good relations between all communities.

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 base our Admissions and Fees Policy on a fair system.
- We do not discriminate against a child or their family, or prevent entry to our pre-school, on the basis of a protected characteristic as defined by the Equalities Act (2010). These are: disability, race, gender reassignment, religion or belief, gender, sexual orientation, age, pregnancy and maternity and marriage and civil partnership.

- We do not discriminate against a child with a disability or refuse a child entry to our pre-school for reasons relating to a disability.
- We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the pre-school.
- 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 immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.
- We take action against any discriminatory behaviour by staff or parents whether by:
 - Direct discrimination: someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service;
 - Indirect discrimination: someone is affected unfavourably by a general policy e.g. children must only speak English in the pre-school;
 - 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;
 - Perception: discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation because of their mannerisms or how they speak.

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 ensure that staff members are confident and fully trained in administering relevant medicines.

Curriculum

The curriculum offered at Marsh Green 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 all visitors and service users. We do this by:

- making children feel valued and good about themselves and others;
- ensuring that children have equality of access to learning;

- undertaking an access audit to establish if the pre-school is accessible to all children;
- 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;
- differentiating the curriculum to meet children's special educational needs;
- 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
- 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 pre-school.
- We encourage mothers, fathers and other 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 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 pre-school.

Food /Snacks

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

Meetings and Information

- We positively encourage fathers to be involved in the pre-school, especially those fathers who do not live with the child. We ask all parents for both the mothers and fathers contact details when they start the pre-school.
- Information about meetings or information on the children such as newsletters or topics is communicated verbally and in writing. This ensures that all mothers and fathers have been informed and have received information regarding their child's time in preschool, as well as how to access any meetings that we may have at the pre-school.

Monitoring and reviewing

- So that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and to value diversity.
- We provide a Complaints Procedure and a complaints summary record for parents to see.

This policy was adopted at a meeting of

Marsh Green Pre-school CIO

Held on (date)

Signed :

(Manager)

Signed:

(Chairperson)