



## Equality and Diversity policy and procedure

### Statement of Intent

At Bybrook Pre-school we are committed to helping provide equality of opportunity for all children and their families. We make inclusion a thread that runs through all of the activities at the pre-school and work in accordance with all relevant legislation, which includes:

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

### Aim

We believe that the group's activities should be open to all children and families. We are aware that children bring different experiences, interests, skills and knowledge to their learning provision that affect their ability to learn. We have an awareness and understanding of the requirements of equal opportunities that cover race, gender and disability and of the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years.

Our aim is to plan to meet the needs of both boys and girls, children with disabilities, children from all social, cultural and religious backgrounds. We also ensure that all who wish to work in, or volunteer to help with our pre-school have an equal chance to do so.

We provide a secure environment in which all our children can flourish and in which all contributions are valued and to improve our knowledge and understanding of issues regarding equality and diversity.

### Procedure

#### 1. Admissions

Bybrook Pre-school is open to every family in the community:

- We advertise our service widely.
- We reflect the diversity of our community in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our Equality and Diversity 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, such as being a member of a travelling community or an asylum seeker.
- 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 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 discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

## **2. 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.
- 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.

## **3. 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 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.

## **4. The curriculum**

The curriculum offered at Bybrook 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. All children will be respected and their individuality and potential recognised, valued and nurtured. We treat children as individuals to ensure each one has equality of opportunity. We do this by:

- Making children feel valued and good about themselves.
- Ensuring that children have equality of access to learning.
- Reflecting the widest possible range of communities in the choice of resources.
- Avoiding stereotypes or derogatory images in the selection of 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 unacceptable. The response will aim to be sensitive to the feelings of the victim(s) and to help those responsible to understand and overcome their prejudices.
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities.
- Ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.

## **5. Learning Environment**

- Resources and artefacts will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our community and the wider society.
- Materials will be selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and by using images and words that reflect positively the contribution of all members of society.
- Activities and the use of play equipment will offer children opportunities to develop in an environment free from prejudice and discrimination.
- Management of resources within the pre-school will ensure that both girls and boys have full access to all kinds of activities and equipment and are equally encouraged to enjoy and learn from them.
- Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.
- Ensuring that the curriculum offered is inclusive for children with special educational needs and children with disabilities.
- The resources we use and the activities we plan will reflect aspects of the community we serve. All activities will include resources and artefacts that are familiar to the children and allow them to build on their prior experience.

## **6. Valuing diversity in families**

- We welcome the diversity of family life and work with all families.
- We encourage children and adults (staff and parents) to contribute stories of their everyday life into the pre-school.
- We encourage parents to take part in the life of the pre-school and to contribute fully.
- For families/staff that have a first language other than English, we value the contribution their culture and language offer. They are viewed as an asset to our pre-school.
- We offer a flexible payment system for families of differing means.

## **7. Festivals**

Our aim is to show respectful awareness of all major events in the lives of the children and families in our pre-school, and in our society as a whole, and to welcome the diversity of the backgrounds from which they come. In order to achieve this:

- We aim to acknowledge all the festivals that are celebrated in our area and/or by the families involved in the pre-school and invite parents, carers and community members to share their own skills, expertise and experience with us.
- Before introducing a festival with which the adults in the pre-school are not themselves familiar, appropriate advice will be sought from parents and other people who are familiar with that festival.
- Children and families who celebrate at home festivals with which the rest of the pre-school is not familiar will be invited to share their festival with the rest of the group, if they wish to do so.
- Children will be encouraged to become familiar with and enjoy taking part in a range of festivals, together with the stories, celebrations and special food and clothing they involve, as part of the diversity of life.
- Without indoctrination in any specific faith, children will be made aware of the festivals which are being celebrated by their own families or others, and will be introduced where appropriate to the stories behind the festivals.

#### **8. Discriminatory Behaviour/Remarks**

Any discriminatory language, behaviour or remarks by children, parents or any other adults are unacceptable in the pre-school.

- We aim to ensure that we are alert to any signs of discrimination and as a team, do not ignore such incidents or tacitly support them in any way.
- We aim to promote respect for others through our own attitudes to children, their parents and one another.
- We aim to help children to unlearn any negative attitudes and behaviour they may have already learned.
- We will support children and their families subjected to prejudice or discrimination.
- We aim to identify and remove any barriers to equality.

#### **9. Food**

- We believe that it is particularly important to introduce children to different cultures through activities of daily life, such as cooking and food tasting, and through the multi-cultural snack once a term.
- 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, cultural approaches to mealtimes and eating and to respect the differences among them.

#### **10. Meetings**

The pre-school will make every effort to ensure that the time, place and conduct of meetings enables the majority of parents to attend so that all families have an equal opportunity to be involved in, and informed about the pre-school:

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the pre-school.
- Information about meetings is communicated in a variety of ways – written and verbal to ensure that all parents have information about access to the meetings.
- Planning for pre-school meetings and events will take into account the needs of people with disabilities.

## **Responsibilities**

### **The responsibilities of employees are:**

- to read and understand this policy.
- when planning activities, to have regard to this policy.
- to plan the room layout (with resources) at the start of the day with regard to this policy.

### **The responsibilities of the Pre-school Leader are:**

- to ensure that all members of staff have read and understood this policy.
- to consider *every applicant* throughout the recruitment and selection process.
- to ensure that all staff and volunteers receive the relevant training regarding equality and diversity.
- to ensure that parents are kept regularly informed of services internally and of outside agencies that may be sources of help for the family.

### **The responsibilities of parents are:**

- to read and understand this policy.

### **The responsibilities of the members of the Pre-school Management Committee are:**

- to read and be aware of this policy and how it is implemented
- will validate this policy and update/change as necessary. All amendments will be identified to all members of staff.

This policy was adopted at a meeting of Bybrook Pre-school Management Committee

held on: 12<sup>th</sup> November 2015

Date of review: 12<sup>th</sup> November 2016

Signed on behalf of the Pre-school Management Committee:

Name of signatory:

Role of signatory:

Signed on behalf of the pre-school:

Name of signatory:

Role of signatory: