



Equality of opportunity

Valuing diversity and promoting equality

Policy statement

At High Littleton Pre-School we ensure that our service is fully inclusive in meeting the needs of all children, regardless of ethnic heritage, social and economic background, gender, sexuality, ability or disability. High Littleton 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 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 ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- make inclusion a thread that runs through all of the activities of High Littleton Pre-School.

Procedures

Admissions

High Littleton Pre-School is open to all members of the community.

- We advertise our service widely, such as, website, posters, leaflets, through the Family Information Service at Bath and North East Somerset Council.
- We reflect the diversity of our society in our publicity and promotional materials, through our logo, pictures on website.
- We provide information in clear, concise language, whether in spoken or written form, such as, letters, feedback, welcome posters, newsletters, parent information packs.

- We provide information in as many languages as possible, such as welcome sign on door, for children with English as an additional language, we ask the family to provide familiar words in their home language and how we pronounce them so that if needed we can communicate in the child's home language as well as English.
- 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, 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.

Employment

- Posts are advertised, and all applicants are judged against explicit and fair criteria, see example of our adverts.
- 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 are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required, see staff training form.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion, e.g. visit from STAR.
- All staff are responsible for valuing diversity and promoting equality.

Curriculum

The curriculum offered at High Littleton 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. Children can choose toys/resources they would like to play with or use through our choosing board.

Our environment is as accessible as possible for all visitors and service users. If access to the setting is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults.

We provide an inclusive environment to all by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning, such as, easy access to toys/resources;
- undertaking an access audit to establish if the setting 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, such as, recognising the different learning styles of girls and boys;
- positively reflecting the widest possible range of communities in the choice of resources, through books, pictures, displays, posters;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a wide range of festivals, e.g. Chinese New Year, Divali, Christmas, Australia Day, St George's Day, Eid.
- creating an environment of mutual respect and tolerance;
- differentiating the curriculum to meet children's special educational needs, through extra support, multi agencies in setting;

- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable and explaining that everyone is different;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities by varying activities and group support;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning. We give one-to-one support to start with, encouraging English and their first language. We use pictures for recognition and key language words;
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.
- We develop the use of Makaton throughout High Littleton Pre-School, by learning and using Makaton daily, and through nursery rhymes and any other opportunities that may arise to use the signs.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families (using key words).
- We encourage children to contribute stories of their everyday life to High Littleton Pre-School, such as, storybook, activities from parents, wow cards.
- We encourage parents/carers to take part in the life of the setting and to contribute fully, through offering them the opportunity to come in for a session, fundraising events, and belonging to the committee.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion, e.g. welcome posters, written info, verbal language and prompts.
- We may offer a flexible payment system for families of differing means and offer information regarding sources of financial support if requested.

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met. All needs/allergies are written down and all staff are aware of them.
- 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, such as, fruit and vegetables, Chinese noodles with chopsticks, Italian pasta and pizza, bread from around the world.

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting, such as Committee meetings.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about and access to the meetings, through newsletters, posters, verbal reminders.

Monitoring and reviewing

- To ensure our policies and procedures remain effective, all staff read updated policies and sign, we will monitor and review them annually, sharing with parents to have their input into the policies, to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity.
- New staff read all policies and sign each policy to say they understand it.
- We provide a complaints procedure and a complaints summary record for parents to see, information can be found on the communication board.

This policy was adopted at a meeting of

High Littleton Pre-School

Held on

September 2018 (date)

Date to be reviewed

September 2019 (date)

Chairpersons Signature

Lara Turner-Rogers

Name of signatory

Karen Grinham

Role of signatory

Pre-School Leader