

Policy 9.2

Fazeley Pre-school Equality & Diversity Policy

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 two parent and one parent families; some children have two parents of the same 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 face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors 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.

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 and 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 the activities of the setting; and
- foster good relations between all communities.

To achieve this Fazeley Pre-school and its staff work towards the following -:

Admissions

- We have an admissions policy stating that admissions are made in strict age order, offers of placements are based on this.
- We advertise our service widely

Children

- All children are welcomed regardless of ability, gender, race or colour and are made to feel valued. Anti - discriminatory remarks are always challenged. We ensure inclusivity by ensuring that all children have equal access to the curriculum.

Behaviour

- Bullying, name calling or harassment of any type will not be tolerated. Sexist and discriminatory remarks are always challenged. We have a comprehensive Behaviour Management Policy to ensure that staff can deal with incidents promptly and sensitively.

Staffing and Training

- Efforts are made to appoint playleaders and staff and encourage volunteers who reflect the ethnicity of the community. Our group ensures that the staff has regard and respect for the racial origin, religious persuasion, cultural and linguistic background of each child and their family.
- Staff, during induction and training are made aware of all legislation regarding discrimination, including being made aware of the 1976 Race Relations Act, the 1975 Sex Relations Act and other relevant legislation. Staff attend Equal Opportunities training courses as part of their on-going development and training.
- We have a comprehensive staff recruitment and retention policy and procedure to ensure that all applicants are treated equally and without prejudice.

Parental Involvement

- Our group ensures that everyone has the opportunity to attend meetings by holding them at a mutually agreed time. Parents with disabilities are encouraged to identify ways in which they would like to be involved with the group.
- Communication with parents is very important, if needed, translators /interpreters would be used to ensure that parents have access to all relevant information and communication is maintained. Pre-school has a list of contact numbers.

Insurance

- All the children and adults including those with special needs are covered by the groups public liability insurance. Non-fault claims for accidental bodily injury to an adult or child will not be met under the personal accident section if it can be proved that the injury was caused or contributed to by any 'pre-existing physical or mental health defect'. This clause is standard in such policies.

Daily routine

- All aspects of play and provision reflect a wide range of cultures especially those within our group. All books, pictures, jigsaws, stories, rhymes and puzzles are selected to show positive images of people of all races and cultures and they avoid racial or sexist stereotyping regardless of the ethnic composition of the group.
- Our group ensures that all family compositions are considered and respected. There are arrangements for celebrating festivals from all cultures. Parents should let us know on the registration form if they do-not want their child to join in with these celebrations if it conflicts with their own personal or religious beliefs.

Equipment

- All aspects of play and provision reflect a wide range of cultures and ethnic groups. Materials offered are not racist or sexist in nature or content.
- Equipment and play activities can be adapted as necessary to ensure participation of children with disabilities and learning difficulties and will reflect the backgrounds of families and children using our group.
- Children will be encouraged to be non-sexist in their choice of activities.
- There is wheelchair access for those requiring it.

Food

- Our group provides the opportunity to experience food from different countries and cultures in order for children to realise positive recognition of that culture and to learn about, enjoy and respect other traditions and cultures

Academic ability / Gifted and talented children

- Every child has an entitlement to a positive, helpful learning environment with carefully planned activities which covers a range of needs.
- Our long-term plans takes into account each child's individual needs and routes to learning.
- We aim to acknowledge the potential of each individual child and as such provide challenging and enjoyable activities whilst ensuring all children are given equal access to a broad and balanced curriculum.

Identification

We promote the early identification of gifted and talented children using a variety of methods:

- Using information passed on from other providers and carers
- Through discussion with parents and the children themselves
- Practitioners observations and assessments

Provision

We will:

- Create a climate in which it is good to succeed
- Encourage all children to become independent learners
- Identify individual needs of gifted and talented children
- Differentiate activities where appropriate to extend and enrich individual children's learning.
- Provide opportunities to extend learning and skills in all seven areas of learning

Children with Additional Needs

- The Pre-school has regard to the SEN Code of Practice and recognise that children have a wide range of needs that differs from time to time. We will consider and reflect on what part Pre-school can play in meeting those needs as they arise as stated in our Special Educational Needs Policy. Our SENCO, Mrs Rachel Smith will liaise with everyone concerned.

Language

- Bilingual and multilingual children and adults are an asset to the Pre-school.
- Children and parents who have English as a second or additional language will be valued and their language recognised and respected in the Pre-school.
- Children will be supported to improve their English through a variety of activities and opportunities and we will encourage parents from different backgrounds to share their skills with us.
- Basic information, written or spoken will be clearly communicated in as many languages as are necessary and possible.
- Mrs Teresa Cox is our appointed ENCO (Equalities Named Coordinator)

This Policy should be read alongside our Promoting British Values & Prevent Policy

The legal framework for this policy is:

Race Relations Act 1976

Race Relations Amendment Act 2000

Sex Discrimination Act 1988

Childcare Act 2006

Human Rights Act 1998

Children's Act 1989

Special Educational Needs & Disabilities Act 2001

Equality Act 2010

This policy was adopted on April 20th 2004 and reviewed at a meeting of Fazeley Pre-school Committee on 9th November 2016
It will be reviewed again in November 2018 unless it is considered necessary beforehand because of changes in legislation etc.

Signed on behalf of Fazeley Pre-school Committee

Maria Haden
Chairperson