

STAMPERS PRE-SCHOOL

Equal Opportunities policy (reviewed 18.2.16)

Statement of intent

All staff, volunteers and students are fully committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families.

"All practitioners must promote equality of opportunity and a positive attitude to diversity, whether or not there is a diverse population locally, and even if the school or setting caters for a particular religious community." EYFS practice guidance 2012.

The equal opportunities policy of Stampers Pre-School applies to all people, whether using or working within the setting. The designated person in the setting is Siobhan Stephenson.

We will not discriminate, whether directly or indirectly, in the treatment of any persons on the grounds of gender, race, culture, disability, religion, sexual orientation, marital status or for financial reasons.

Acts of unlawful discrimination will be challenged and the person concerned helped to understand why this is not acceptable.

Stampers Pre-School is open to all members of the community and everyone will be made welcome. **This shows our commitment to upholding fundamental British values of democracy, showing mutual respect and tolerance for those with different faiths and beliefs.**

In order to promote equality and diversity we will:

- Ensure that all parents/carers are made aware of our equal opportunities policy.
- Offer equality and choice for all.
- Advertise Stampers Pre-School widely.
- Reflect the diversity of members of our society in our publicity and promotional materials.
- Ensure our admissions policy promotes equality for all children and families.
- Not discriminate against a family or prevent entry to our setting, on any grounds.
- Provide opportunities for parents/carers to contribute to their child's care and education.
- Offer information regarding sources of financial support for families with differing means.

We aim to encourage children to develop positive attitudes about themselves and other people. We will do this by:

- Listening to children to ensure each child feels included, safe, valued and respected.
- Ensuring that all children have equal access to activities, resources and learning opportunities.
- Making appropriate provision to ensure each child receives the widest possible opportunity to develop their skills and abilities and recognise different learning styles.
- Providing play materials/resources and activities that demonstrates diversity of background and ability, and help to develop positive attitudes to differences of race, culture, language, gender and ability.
- Promoting children's awareness of their own culture and beliefs and those of other people.
- Ensuring the differentiation of activities to include the needs of all children.
- Working in partnership with key professionals to ensure that individuals with learning difficulties and/or physical disabilities can participate fully in all aspects of the provision.
- Avoiding stereotypical images in equipment, resources and activities.
- Using positive, non-discriminatory language with all children.
- Valuing the home background of all children.
- Ensuring any discriminatory language or practice is challenged appropriately.

English as an Additional Language:

- Staff will value linguistic diversity and provide opportunities and support for children to develop and use their home language in their play and learning.
- The setting will provide information in languages which reflect the needs of the local community for families who speak English as an additional language. Our practices will ensure their full inclusion.
- Alongside support in the home language, staff will provide a range of meaning contexts in which children have opportunities to develop English.

Inclusion:

- The staff will ensure that there are positive attitudes to diversity and difference so that every child is included and not disadvantaged.
- Children will be supported to learn from the earliest age to value diversity in others and grow up making a positive contribution to society.
- Staff will work with parents/carers and other professionals to make reasonable adjustments to the environment as required by the DDA & Equality Act (Disability Discrimination Act) to accommodate and meet the needs of a child with identified learning difficulties and/or physical disabilities.
- Staff will focus on each child's individual learning, development and care needs by:
 - ❖ Removing or helping to overcome barriers for children where these already exist
 - ❖ Being alert to the early signs of needs that could lead to later difficulties and responding quickly and appropriately, involving other agencies as necessary. The use of the 2 year developmental check, a statutory requirement, will help this process.
 - ❖ Stretching and challenging all children.
- All children, irrespective of ethnicity, culture or religion, home language, family background, learning difficulty or disability, gender or ability will have the opportunity to experience a challenging and enjoyable programme of learning and development.

Stampers Pre-School implements the Northumberland Inclusion Tool kit. Staff have been trained in its use.

- The setting has a designated person for Inclusion, this person is Claire Cable

Stampers Pre-School aims to develop children's positive self-esteem and the esteem of others. Staff will set a good example by treating one another and the children with respect.

Staff Training:

- Staff, students and volunteers will be encouraged to attend training opportunities to support their awareness and understanding of equality and diversity.
- The settings Inclusion Co-ordinator will attend training around special educational needs and the code of practice.
- Staff, students, volunteers will have equal access to identified training to ensure professional development.

Employment Statement:

- All posts will be advertised and applicants judged against specific and fair criteria. All qualifications will be checked against Ofsted guidance and CWDC accredited Early Years qualifications.
- Applicants will be welcomed from all backgrounds regardless of ethnicity, religion, culture, language, gender, sexual orientation or age.
- Stampers may use the exemption clauses of the sex discrimination act 1986 where it is necessary in exceptional circumstances to enable the service to best meet the needs of the community.
- Successful applicants will be subject to references and checks by the Disclosure and Barring Service (DBS).
- Job descriptions will include a commitment to equality and diversity as part of the specifications

- The recruitment process will be monitored to ensure that it meets the equal opportunities policy.

Race Equality Statement:

- Stampers has due regard to eliminate unlawful racial discrimination.
- We promote equality of opportunity and good relations between people of different racial groups.
- We provide good opportunities for children from ethnic minorities and we wish individuals who access the setting to know that they will receive the same fair treatment and are cared for based on their individual needs.
- All individuals are entitled to equal rights and the same opportunities, regardless of racial group.
- We expect everyone involved in the setting to seek to eliminate racism where it is identified.
- We strive to ensure equal access to the setting.
- We encourage, support and help all children and staff to achieve their full potential.
- Our resources will reflect cultural diversity.

We will regularly review and monitor this policy and the practice of Stampers to ensure that we are fully implementing the policy for equality, diversity and inclusion.

The Curriculum

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

Resources

These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-racial society. Materials will be selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people.

Discriminatory behaviour/remarks

These are unacceptable in the Pre School. 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. Any staff member heard to offer discriminatory remarks or discriminatory behaviour will be subject to a disciplinary grievance being brought against them.

Food

Medical, cultural and dietary needs will be met.

Meetings

The time, place and conduct of meetings will ensure that all families have an equal opportunity to be involved in the running of the Pre School.

Admissions policy

Behaviour Policy
Complaints Policy
Confidentiality Policy
Equipment and Resources Policy
Food and Drink Policy
Funding and Fees Policy
Outdoor Learning Policy
Parental Involvement Policy
Personal and Intimate Care Policy
Planning, Observation and Assessment Policy
Safeguarding Children Policy
Settling In and Transition Policy
Inclusion Policy
Staffing and Employment Policy
Student Placement Policy

This Policy was adopted by the Stampers Pre-school Management Committee.

Signed
Chair of Stampers Pre-school Management Committee

Date.....