

**Orleton Pre-school**

**Valuing diversity and promoting equality policy**

**Policy statement**

At Orleton Pre-school 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, 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; whilst 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 have to 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. Orleton 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 and challenge and eliminate discriminatory actions.
* Make inclusion a thread that runs through all of the activities of the setting.
* Foster good relations between all communities.

**Procedures**

Orleton Pre-school is open to all members of the community.

* We advertise our service widely and 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 provide information in as many languages as possible.
* We base our admissions policy on a fair system.
* We ensure that all parents are made aware of our Valuing Diversity and Promoting Equality Policy.
* We never discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act (2010). These are:
* Disability, race, gender re-assignment, religion or belief, sex, sexual orientation, age, pregnancy and maternity, and marriage or civil partnership.
* We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting and the curriculum offered.
* We take action against any discriminatory behaviour by staff or parents, and promote anti-discriminatory behaviour in children. 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 discretely by asking the adult to stop using the unacceptable behaviour and inviting them to read and act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

**Employment**

* Posts are advertised and all applicants are judged against explicit and fair criteria.
* Applicants are welcomed 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 (DBS). This ensures fairness in the selection process.
* All job descriptions include a commitment to promoting equality and respecting diversity as part of their specifications.
* We monitor our application process to ensure that it is fair and accessible.

**Training**

* We seek our 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 that are required ensuring that the child’s dignity is retained at all times.
* We review our practices to ensure that we are fully implementing this policy.

**Curriculum**

As demanded by the Early Years Foundation Stage (DfE, 2014) the curriculum offered in the setting 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 service-users and visitors. If access to the setting is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate their needs. We do this by:

* Making sure that children feel valued and good about themselves and others.
* Ensuring that children and equality of access to learning.
* 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, i.e. 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 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 language.

**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 in the setting in a range of ways i.e. family feedback sheets.
* We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully.
* For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
* We offer flexible payment systems to 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 setting.
* 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 amongst them.
* Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
* We positively encourage fathers to be involved in the setting, including those fathers who do not live with the child.
* Information about meetings is communicated in a variety of ways – written, verbal and in translation – to ensure that all mothers and fathers and carers have information about, and access to, the meetings.

**Monitoring and reviewing**

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

**Legal Framework**

The Equality Act (2010)

Children Act (1989) & (2004)

Special Educational Needs and Disability Act (2001)

Children and Families Act (2014)

**Statutory Guidance**

 Special educational needs and disability code of practice: 0 to 25 years (2014)

This policy was adopted at a meeting of Orleton Pre-school dated ……………………………………….

Date to be reviewed ……………………………………….

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of signatory \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Role of Signatory \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of signatory \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Role of Signatory \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Staff-member please sign below to confirm that you have read and understood the policy, and are up-to-date with any changes.**

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| **Staff Name** | **Job Title** | **Signature & Date** |
| **Tara Morris** | **Manager** |  |
| **Polly Smith** | **Deputy Manager**  |  |
| **Vicky Thomas** | **Assistant** |  |
| **Sandra Thomas**  | **Assistant** |  |
| **Debbie Moran** | **Trainee Assistant** |  |
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