**EQUALITY AND DIVERSITY POLICY**

Our setting is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families.

**Aim**

We aim to:

1. Provide a secure environment in which all our children can flourish and in which all contributions are valued;
2. Include and value the contribution of all our families to our understanding of equality and diversity;
3. Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities;
4. Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and make inclusion a thread that runs through all of the activities of the setting.

The legal framework for this policy is:

Race Relations Act 1976 and Amendment Act 2000

Sex Discrimination Act 1986

Children Act 1989; Children Act 2004

The Human Rights Act 1998

The Disability Discrimination Act 1995 and 2005

The Equality Act 2010

SEN code of practice 2014

**Methods**

*Admissions*

Our setting is open to all member of the community

1. We advertise our service widely
2. We reflect the diversity of our society in our publicity and promotional materials.
3. We provide information in clear, concise language, whether in spoken or written form.
4. We provide information in as many as languages as possible.
5. We base our admissions policy on a fair system
6. We ensure all parents are made aware of our equal opportunity policy
7. We do not discriminate against a child or their family, or prevent entry to our preschool, on the basis of colour, ethnicity, religion or social background, such as being a member of a travelling community or an asylum seeker.
8. We do not discriminate against a child with a disability or refuse a child entry into our preschool because of any disability.
9. We develop an individual care plan to ensure that member so the community with special educational needs and / or disabilities can participate successfully in the services offered by the setting through the Statutory Framework for the Early Years Foundation Stage.
10. We take action against any discriminatory behaviour by staff or parents / carers. Displaying of openly racist insignia, distribution of racist materials, name calling, or threatening behaviours are unacceptable on or around the premises and will be dealt with in the strongest manner.

*Employment*

1. Posts are advertised and all applicants are judged against explicit and fair criteria.
2. Applicants are welcome from all backgrounds and posts are open to all.
3. We may use the exemption clauses of the Race Relations Act and Sex /discrimination Act where this is necessary to enable the service to best meet the needs of the community.
4. The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process.
5. All job descriptions include a commitment to equality and diversity as part of their specifications.
6. We monitor our application process to ensure that it is fair and accessible.

*Training*

1. We seek out training opportunities for staff and volunteers to enable to develop anti-discriminatory and inclusive practice, which enables all children to flourish.
2. We review our practices to ensure that we are fully compliant with legislation and that we are implementing our policy effectively.
3. We have designated members of staff who have completed equalities and diversity training for their Equalities Named Coordinator (Enco).
4. The designated member of staff is:

*Michelle Eeles*

*Early year’s foundation stage*

The curriculum offered in the setting adheres to the EYFS, which encourages children to develop positive attitudes about themselves and others. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

1. Making children feel valued and good about themselves.
2. Ensuring that children have equal access to learning.
3. Recognising the different learning styles of boys and girls, and making appropriate provision within the curriculum to ensure each child received the widest possible opportunity to develop their skills and abilities.
4. Positively reflecting the widest possible range of communities in the choice of resources.
5. Avoiding stereotypes or derogatory images in the selection of book or visual materials on offer
6. Celebrating a wide range of festivals
7. Creating an environment of mutual respect and tolerance
8. Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
9. Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities.
10. Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning, and ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

*Valuing diversity in families*

1. We welcome the diversity of family lifestyles and work with all families.
2. We encourage children to contribute stories of their everyday life to the preschool.
3. We encourage parents/ carers to take part in the life of the preschool and to contribute fully.
4. For families who speak languages in addition to English, we will develop the means to ensure full inclusion.
5. We offer a flexible payment system for families experiencing financial difficulties and offer information regarding sources of financial support.
6. We are committed to working with parents / carers and other agencies.

*Food*

1. We work in partnership with parents / carers to ensure that the medical, cultural, parental preferences and dietary needs of the child are met.
2. 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.

*Meetings*

1. Meetings are arranged to ensure that all families who wish too may be involved in the running of the preschool.
2. Information about meetings is communicated in a variety of ways – written and verbal, with translation where possible. This is to ensure that all parents have information about and access to the meetings.