



Lyndhurst Pre-School

Equality and diversity policy

Policy statement

Our pre-school is committed to providing equality of opportunity and anti-discriminatory practice for all children and families.

- We will ensure that our service is fully inclusive in meeting the needs of all the children, particularly those that arise from ethnic heritage, social and economical background, gender ability or disability. Our 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 environment in which all our children can flourish and in which all contributions are valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different ethnic groups and people with disabilities;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity ; and
- Make inclusion a thread which runs through all of the activities of the pre-school.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting Learning 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Areas of learning

Procedures

Admissions

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

- We reflect the diversity of our society in publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We would provide information in as many languages as possible if needed.
- 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 Pre-School, 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 Pre-School 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 Pre-School 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 accordingly.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- 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 DBS. 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 staffs are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion

Curriculum

The curriculum offered in the 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.

Our environment is as accessible as possible for all visitors and service users. If access to the Pre-school 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 do this by:

- Making children feel valued and good about themselves.
- Ensuring that children have equality of access to learning;
- Undertaking an access audit to establish if the Pre-school is accessible to all children
- Making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments.
- 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 aids.
- 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 the curriculum offered is inclusive of children with special educational needs and children with disabilities ;
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning ; and
- 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 to the setting.
- We encourage parents/carers to take part in the life of the Pre-school and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.
- However we do have a duty of care and therefore promote children's welfare aiming to prevent radicalisation and extremism.

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, and cultural approaches to mealtimes and eating, and to respect the differences among them.

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the Pre-school.
- Information about meetings is communicated in a variety of ways- written, verbal and in translation - to ensure that all parents have information about access to the meetings.

The legal framework for this policy is

- : Sex Discrimination Act 1975, 1986;
- Children Act 1989, 2004
- Special Educational Needs and Disability Act 2001.
- The Equality Act 2010

Other useful Pre-School Learning Alliance publications

- Embracing Equality (2007)

This policy was adopted at a meeting of Lyndhurst Pre-school Board of Directors
Held on (date)

Signed on behalf of the pre-school

This policy was taken from the PLA Policy and Procedures

