



Clapham Preschool (Bedford)

Our Policy on Equality & Diversity

Summary Statement

Our preschool is committed to providing equality of opportunity and anti-discriminatory practice for all children and families. We believe that the setting's activities should be open to all who wish to work in, or volunteer to help with our preschool have an equal chance to do so. Equal opportunities is about promoting good relations between people of different racial groups and to eliminate unlawful racial discrimination.

Aim

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 contributor 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 equality and diversity.
- Make inclusion a thread which runs through all of the activities of the preschool.
- Comply with the requirements of Statutory Framework for the Early Years Foundation Stage. September 2014.
- The framework covers the education and care of all children in the setting including children with special educational needs and disabilities.
- We will take the necessary steps in advance to address barriers that impede disabled children and families and not wait until a disabled person experiences difficulty before making the necessary adjustment. (Equalities Act 2010).

The legal framework for this policy is:

- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1986
- Children Act 1989
- Special Educational Needs and Disability Act 2001
- Updated Children Act 2004 and 2006
- Equalities Act 2010 which identifies nine 'protected characteristics' – age, disability, marriage/civil partnership, pregnancy/maternity, race, religion/belief, gender, sexual orientation, gender reassignment.

Admissions

Our preschool is open to all members of the community.

- We advertise our service in places accessible to all sections of the community.
- We provide information in clear, concise language, whether in spoken or written form.
- We base our admissions policy on a fair system.

- We do not discriminate against a child with a disability or refuse a child entry to our preschool because of any disability.
- We ensure that parents/carers are made aware of our equal opportunities policy.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the preschool and in the EYFS.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- 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 equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

Training

All staff will have access to relevant training as and when available or according to need to enable them to develop practices which enables all children to flourish. Any training undertaken by the co-ordinator or other team member will always be discussed at regular meetings to ensure all staff are made aware of any changes to legislation laid down by the government or LEA (Local Education Authority). All staff receives copies of all policies. Training needs will be identified through the annual appraisal scheme.

Role of Equal Opportunities Co-ordinator

Spomenka Ilic is the named Co-ordinator for Clapham Preschool.

The Co-ordinators responsibilities are:

- To ensure that all staff have copies of the policy.
- Changes to the policy are discussed at regular meetings.
- That the copy is respected in the day to day care of children.
- Any inappropriate behaviour or terminology is challenged.
- No child is excluded from the setting due to gender, ethnic origin, background, age, disability or sexual orientation.
- Relevant information is obtained before the child joins the setting as to family customs, beliefs, dietary requirements and individual needs.

Curriculum

All children will be respected and their individuality and potential recognised. 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. The curriculum offered in the preschool encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Making children feel valued and good about themselves.
- Ensuring that children have equality of access to learning.
- Reflecting the widest possible range of communities in the choice of resources.
- Avoids stereotypes or derogatory images in the selection of material.
- Celebrating a wide range of festivals.
- Creating an environment of mutual respect and tolerance.
- Helping children to understand that discriminatory behaviour and remarks are unacceptable.

- Ensuring that the curriculum offered is inclusive of children with special educational needs/disabilities.
- Ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.
- Ensuring there is no bullying or harassment. This is covered under the Behaviour management policy.
- Ensuring that children learn to be strong and independence through **positive relations**.
- Making sure that children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents/carers and peers.
- Learning that every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.

Resources

Resources will be provided to give children balanced view of the world and appreciation for the rich diversity of our multi-racial society.

Resources available within preschool to enable equal opportunities:

- Equipment that reflects a diverse society i.e. home corner.
- Books, puzzles etc.
- Musical instruments, songs, tapes and CD's from various cultures.
- Cooking opportunities that reflect foods and cooking styles from various cultures.
- Small world equipment i.e. dolls house, lego, duplo, train set, garage, cars etc.

Valuing Diversity in Families

- We welcome the diversity of family life and work with all families.
- We encourage children to contribute stories of their everyday life into the preschool.
- We encourage parents/carers to take part in the life of the preschool and to contribute fully.
- For families who have a first language other than English, we value the contribution their culture and language offer.
- Before introducing a festival with which the adults in the preschool are not themselves familiar, appropriate advice will be sought from people to whom that festival is a familiar one.
- Children will be encouraged to welcome a range of different festivals, together with the stories, celebrations, special food and clothing they involve, as part of the diversity of life.

Food

- We work in partnership with parents/carers to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about the range of food, cultural approaches during snack time and food tasting and help children 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 preschool.
- Information about meetings is communicated in a variety of ways, written, verbal to ensure that all parents have information about access to the meetings.

This policy was adopted at a meeting of *Clapham Preschool* held on

Signed on behalf of the preschool

References made to:

Statutory Framework for the Early Years Foundation Stage. September 2014

Equalities Act 2010.

Childcare Act 2006.