



# Equal Opportunities

**Policy Statement** ~ We will ensure that our service is fully inclusive in meeting the needs of all children. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. The Equality Act 2010 details the groups known as the protected characteristics, they are: Age, Disability, Gender reassignment, Marriage and Civil partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, Sexual orientation.

We aim to do this by:

- Providing a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- Including and valuing the contribution of all families to our understanding of equality and diversity;
- Providing positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;
- Improving our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity and
- Making inclusion a theme that runs through all of activities of the setting.

## **Procedures**

### *Admissions*

Our setting is open to all members of the community.

- We reflect the diversity of our society in our literature and advertising.
- We provide information in clear, concise language, whether in spoken or written form.
- We work together with families who have English as their second language, to find a way of making information accessible to them.
- 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 setting, on the basis of colour, ethnicity, religion or social background.
- We do not discriminate against a child with a disability or refuse a child entry for this reason.
- Our setting is committed to the principles of inclusion and we are constantly monitoring the provision to ensure that we offer an accessible and appropriate learning experience for each child within our care.
- We take action against any discriminatory behaviour by staff or parents. Any display of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strictest manner.

### *Employment*

- Vacancies are promoted and posts open to those of all backgrounds.
- Applicants are judged against explicit and fair criteria.
- 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 enhanced checks by the Disclosure and Barring Service. This ensures fairness in the selection process.

### *Training*

- We seek out training opportunities for staff to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We ensure that staff are fully trained in administering relevant medicines and performing invasive care procedures (e.g. Epipens) when these are required.

### *Curriculum*

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 for all visitors and service users. **\* NB: There is GROUND FLOOR ACCESS to the Pre-school via the Rose Walton entrance and lift.** We consider the needs of every child and promote inclusion by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- 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 a wide range of opportunities to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys; positively reflecting a wide 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, **e.g. Hindu festival of Holi, Chinese New Year, the Jewish Passover and the Christian Christmas.**
- creating an environment of mutual respect and tolerance;
- differentiating the curriculum to meet children's special educational needs and disability;
- 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 disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning

### *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 setting.
- 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.

### *Individual Needs*

- We comply with the S.E.N.D (Special Educational Needs & Disability) Code of Practice and our [SENDCo is Hannah Wiseman](#). All staff are trained in recognising signs that may indicate support needs and work together with Hannah SENDCo/Manager in this area so that full discussions may take place with Parents/Carers and Outside Professionals as deemed necessary. **Please note: Permission is always obtained from Parents, before any Outside Professionals become involved in situations regarding individual children.**

### *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 from different cultures and traditions.

### *Meetings*

- Information about meetings/events are communicated in a variety of ways – written, verbal and when needed, through means of translation - to ensure that all parents have information about access to meetings/events.

### *Monitoring and reviewing*

- We monitor and review policies and procedures regularly to ensure our strategies meet the overall aims to promote equality, inclusion, and valuing diversity.

We welcome feedback regarding our provision and regularly ask parents/carers to offer their suggestions and comments in regard to this. We provide a full complaints procedure and follow protocol as outlined.

### **Relevant Legal framework**

- The Equality Act 2006, 2010
- Disability Discrimination Act (DDA) 1995,2005
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976,1986
- Children Act 1989,2004
- Special Educational Needs and Disability Act 2001
- Children and Families Act 2014

**Updated: January 2025**