



# Danbury Pre-Schools



Registered Charity no: 1111808

Accredited PSLA membership no: 10584 DFES/Ofsted nos: 520349/581607

Tel: 0845 643 0076

Website: <http://www.danburypreschools.org.uk>

## **EQUALITY, INCLUSION & VALUING DIVERSITY POLICY**

### **Statement of intent**

We will ensure that our pre-school is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability.

Our pre-school is committed to anti-discriminatory practice for all children and families. We respect and value the linguistic, cultural and religious diversity which exists in the wider community. We are committed to challenging attitudes that promote racial discrimination, ensuring respect for all and preparing children for life in a culturally diverse society.

### **Aim**

We aim to:

- Ensure that all children and adults are encouraged and able to achieve their full potential;
- respect and value differences between people;
- prepare children for life in a diverse society;
- acknowledge the existence of racism and take steps to prevent it;
- endeavour to make our environment a place where everyone feels welcome and can flourish (irrespective of their race, colour, ethnic or national origin) in the knowledge that all contributions are considered and valued
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- make inclusion a thread that runs through all of the activities of the pre-school; and
- access staff training when the opportunities arise;

The legal framework for this policy is:

- Race Relations Act 1976
- Disability Discrimination Act (DDA) 1995, 2005
- Sex Discrimination Act 1976, 1986
- Race Relations Amendment Act 2000
- Children Act 1989, 2004; and
- Special Educational Needs and Disability Act 2001
- Human Rights Act 1998
- Childcare Act 2006
- The Equality Act 2006

## **Methods**

**Our Equal Opportunity Officers are listed at the front of this file.**

In order to meet our legal duties, promote equality and inclusion in our pre-school and value diversity we follow these procedures:

## **Admissions**

Our pre-school is open to all members of the community. Please see the criteria in our separate Admissions Policy.

- We advertise our service widely and where possible support families for whom English is an additional language.
- We welcome all families equally.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- Where possible we provide information in languages of our community
- 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 because of any disability.
- We ensure wherever possible that we have a balanced intake of boys and girls in the setting.
- 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 racist insignia, distribution of racist material, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

## **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 of the Race Relations Act and the Sex Discrimination Act where this is necessary 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 Criminal Records Bureau. This ensures fairness in the selection process. All job descriptions include a commitment to equality and diversity as part of their specifications.

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- 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 review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion.
- We ensure that all staff have a basic understanding and knowledge of faiths and cultures to ensure everyone is catered for, including those of no faith.

### **Curriculum & Environment**

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.

We do this by:

- making children feel valued and good about themselves;
- 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;
- ensuring that children have equality of access to learning;
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities; e.g. 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;
- helping children to understand that discriminatory behaviour and remarks are 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.
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages
- We actively seek ways to counter the learning of negative attitudes and behaviour towards differences.

### **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 into the pre-school.
- 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.

### **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 of 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.

### **Monitoring and reviewing**

- To ensure our policy and procedures remain effective we will monitor and review them annually to ensure our strategies meet the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure.

**This policy was adopted at a meeting of Danbury Pre-Schools**

<b>Held on (date)</b>	<b>10<sup>th</sup> July 2008</b>
<b>Date of next review</b>	<b>July 2009</b>
<b>Signed on behalf of the Pre-Schools</b>	<b>Wendy Dunston</b>
<b>Role of Signatory</b>	<b>Chair</b>