



# Waterton Pre-Schools

## Equality and Diversity Policy

## WARTERTON PRE-SCHOOLS

### Equality and Diversity Policy

#### Statement of Principles

Waterton Pre-schools are committed to:

- valuing all people as unique individuals
- treating all people with equal concern
- giving all people the opportunity to reach their full potential and make a positive contribution to society.
- making sure no one is disadvantaged because of their personal attributes, family background, individual circumstances or beliefs.

This would apply whatever peoples age, gender, sexuality, family status, means, class, ability, medical status, ethnic or national origin, skin colour, culture, religion, belief, home language, asylum or refugee status etc.

We will promote the above principles and try to ensure that our settings are always a welcoming place for people from all communities. One member of staff will be responsible for co-ordinating the implementation of the equality and diversity policy. Their name will be displayed on the notice board.

#### Our Aims

- To provide a safe and secure environment in which all our children, families, staff and volunteers can flourish and where everyone is valued as an individual and takes pride in their own identity.
- To provide an enjoyable, stimulating and challenging programme of learning and development for each child attending our setting.
- To provide an enjoyable, stimulating and home-like care experience for those attending our extended care provision.
- To welcome and include all families and value any contribution they can make to our settings.
- To provide equality of opportunity for all those who wish to work in, volunteer or help in our settings.
- To improve our knowledge and understanding of anti-discriminatory practice, promoting equality and valuing diversity so that we can take positive action to remove or counter discrimination in all aspects of our work.
- To make the inclusion of all children and families a thread that runs through all aspects of our work.

#### Our Practice

##### Admissions

- Waterton pre-Schools are open to every family in the community. Our admissions policy is based on a fair system which is set out clearly in the policy. (See *Admissions Policy*).
- We advertise our service widely in the local area.

- 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.
- We ensure all parents are made aware of our Equality and Diversity policy.
- We do not discriminate against a child or their family, or prevent entry to our setting on the basis of disability, race, gender reassignment, religion or belief, sex, sexual orientation, age, pregnancy and maternity, marriage/civil partnership 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 entry to our setting because of any disability.
- We ensure, wherever possible that we have a balanced intake of boys and girls in each setting.
- We develop individual plans to ensure that people with additional needs can participate successfully in the services offered by the settings and in the curriculum offered.

### Behaviour

- We act against any discriminatory remarks or behaviour by staff, parents or children. The response will aim to be sensitive to the feelings of the victim and to help those responsible to understand and overcome their prejudices.
- We will confront any negative attitudes or behaviour towards individuals or minority groups through sensible discussion.

### Employment

- Employment procedures will be kept under review in order to ensure that individuals are appointed and promoted solely on the basis of skills, knowledge and abilities which are appropriate to the job.
- Posts are advertised externally 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.
- All job descriptions include a commitment to equality and diversity as part of their specification.
- The application process is monitored to ensure it is fair and accessible.
- Every employee is entitled to a working environment which promotes dignity and respect for all.

### Training

- We feel that it is important for staff and volunteers to take up training opportunities to enable them to develop anti-discriminatory practices. Opportunities may also be given to parents and carers to access this training.
- We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.

### Curriculum

We encourage children to:

- learn through play in a way which is appropriate to their individual stage of development
- develop positive attitudes about themselves
- recognise differences between individuals and develop positive attitudes to people who are different from themselves
- empathise with others and to begin to develop the skills of critical thinking

We do this by:

- creating an environment of trust and respect where children can express their feelings and feel good about themselves
- creating an environment of mutual respect and tolerance
- undertaking an access audit to establish if the setting is accessible to all children
- celebrating and valuing the diversity in families, including those not represented in our setting
- ensuring that all our children have equal access to learning eg boys and girls are all enabled to use dressing up, dolls, trains, climbing frame etc
- recognising that different children have different learning styles and that we need a range of activities to suit different individuals eg acting out stories with props as well as telling them, having tactile letter shapes as well as ones to look at
- choosing resources which reflect the widest possible range of communities in a positive way
- avoiding stereotypes or derogatory images in our range of books, pictures etc
- recognising and celebrating a wide range of festivals
- ensuring that the curriculum offered includes children with additional needs or 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 language

#### Valuing Diversity in Families

- We welcome all families whatever their lifestyle and will work with all families.
- We encourage children to talk about people and events in their every day life.
- We encourage parents and carers to take part in the life of the setting and to contribute as much as they wish or are able to do.
- 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.
- We take positive action to encourage disadvantaged and under-represented groups to use our setting

#### Special Needs

- Children with Special Educational Needs will have those needs assessed and catered for according to our *SEN and Inclusion policy*.
- Staff will be alert to early signs of needs that may be temporary or may lead to later difficulties and will work with parents and carers according to our *SEN and Inclusion policy*.
- Every effort will be made so that children, their family members or staff who have disabilities and/or special or additional needs will be able to participate successfully in the activities of our setting.
- We will ensure that our premises are accessible for people who have disabilities.

#### Food

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

#### Meetings and events

- Times and places of meetings are arranged to ensure that all families who wish to may be involved.
- We positively encourage fathers to be involved in the setting, especially those fathers who do not live with the child.
- Information about events and meetings is communicated in a variety of ways: written, verbal and in translation if necessary, in order to ensure that all parents have information about and access to meetings and events.

#### Finance

- Reasonable provision will be made in budgets to cover possible expenses in implementing the above policy eg extra staffing costs, translation costs, recruitment costs etc
- Volunteers will be able to claim travel expenses and some occasional childcare costs may be agreed to enable them to attend committee meetings or relevant training.

#### Other

- A complaints procedure is in place which is detailed in the Welcome booklet and which will be explained to parents at the home visit or first visit to Pre-school.
- This policy will be reviewed and updated every two years or earlier.

#### **The legal framework for this policy is:**

The Equality Act (2010)

Children Act 1989

Special Educational Needs and Disability Act 2001