



# Brenchley Pre-School Limited

## Equality and diversity policy

### Statement of intent

Brenchley Pre-School Limited is committed to providing equality of opportunity and anti-discriminatory practice for all children and families as it is crucial to the provision of a high quality environment.

### 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
- We strive to promote British Values
- 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 pre-school.

The legal framework for this policy is:

- Race Relations Act 1976
- Race Relations Amendment act 2000
- Sex Discrimination Act 1976m1986
- Children Act 1989, 2004 and 2006
- The Equality Act
- Disability Discrimination Act (DDA) 1995, 2005
- Special Educational Needs & Disability Act 2001
- The Equality Act 2010

### Methods

Our named Equal Opportunities Officer is **Kirsty Excell**

### Admissions

Our pre-school is open to all members of the community.

- We ensure that the existence of the pre-school is widely advertised in places accessible to all sections of the community.
- We ensure that information about our pre-school is accessible - in written and spoken form - and, where appropriate, in different languages.

- We arrange our waiting list in a fair way based on the age of the child, new admissions will have priority over children wishing to do extra days if over-subscribed. The Education Formula Funding ensures that children have the facilities in the Lions (over 3s) to have up to 15 hours as well as the Free for Two funding for children attending Nursery Class for 15 hours if requested.
- We do not discriminate against a child or their family 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 to our pre-school because of any 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 are unprejudiced to diversity in individuals both children and adults and therefore all types of person may participate in an appropriate manner in our pre-school.
- We ensure that all parents are made aware of our Equal Opportunities Policy, it is in the foyer and on the website.

### **Employment**

- Vacancies are advertised as widely as budgets allow and will aim to reflect the needs of the community.
- Applicants are welcome from all backgrounds and posts are open to all.
- The applicant who best meets the criteria is offered the post, subject to references and DBS checks. This in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006.
- This ensures fairness in the selection process.

### **Training**

- We seek out training opportunities for staff and volunteers to enable them to develop practices which enable all children to flourish.
- We ensure that staff 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 equality and diversity, and inclusion.

### **Curriculum**

The curriculum offered in the pre-school encourages children to develop positive attitudes 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 accessible for all visitors and service users. We modify resources and the environment in order to make reasonable adjustments to accommodate the needs of disabled children and adults (Equality Act 2010)

We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- undertaking an Equal Opportunities Audit at least twice a year to assess the range of users to the preschool and ensure we are being inclusive.
- 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 the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- differentiating the curriculum to meet children's special educational needs;
- reflecting the widest possible range of communities in the choice of resources and to celebrate festivals and mark special days around us
- avoiding stereotypes or derogatory images in the selection of materials;
- celebrating a wide range of festivals;
- We extend the children by looking on the computer for resources eg. Videos, music, dance and looking for different activities for different cultures.
- 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.
- We teach children to be kind, helpful and respectful of others;
- We teach children to be part of their local community;
- We teach the children about compromise - that some of us believe one thing... some of us believe something totally different... but we can all play together in the same house (or group setting) and respect each other = British values - teaching about similarities and differences.
- We teach children to work together - we provide them with projects that involve everyone in the provision and we plan group times, where children learn to listen, take turns and value contributions from others. This type of planning is a very important part of British values = teaching about shared values and working together towards a common goal;
- We teach children about the world in which they live - the world on their doorstep and the wider world - through books, posters, planned activities, resources, outings and much more;
- We teach children to listen and respect others...
- It also links to the ways we teach children about life in modern Britain:
- We teach children about the world around them and use the seasons, weather, special days etc to plan meaningful learning experiences;

### **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 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, cultural approaches to Snack time and eating and to respect the differences among them.


### **Meetings & Information**

- Parents Evenings are arranged three times a year with flexible timings to try and ensure that all parents have a chance to attend.
- Information is communicated in a variety of ways - written, verbal and facilities to translate to ensure that all parents have information about access to the meetings.

### **Monitoring and reviewing**

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

**Approved by Committee on:** 10<sup>th</sup> July 2017



**Victoria Relle (Chairman)**