

BEETLEY & DISTRICT PRESCHOOL

Registered as a Charity Number 1181636

EQUALITY & DIVERSITY POLICY

Beetley & District Preschool is committed to providing equality of opportunity and anti-discriminatory practice for all children and families.

Equality

This means everyone having the same chances to do what they can. Some people may need extra help to get the same chances. (H. Harman 2010).

Diversity

This means recognising individual as well as group differences and treating people as individuals.

POLICY STATEMENT

Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for children, families and staff.

We will endeavour to make our service fully inclusive to meet the needs of these groups.

We aim to:

- ***Provide a secure environment in which all children can flourish and in which all contributions are cherished.***
- ***Include and value the contribution of all families to our understanding of equality and diversity.***
- ***Provide positive, non-stereotyping information about different ethnic groups, lifestyle choices 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.***
- ***Foster good relations between all communities.***

PROCEDURES

*We have a named person who coordinates our Equality and Diversity policy, **Diane Calvert**.*

ADMISSIONS

It is our intention to make our Preschool accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the Preschool through open, fair and clearly communicated procedures

- *We base our admissions policy on a fair system.*
- *We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act (2010). (See Appendix).*
- *We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered.*

EMPLOYMENT

- *Applicants are welcome from all backgrounds and posts are open to all.*
- *No applicant will be rejected on the grounds of age, gender, sexuality, class, family status, means, disability, ethnic origin, culture, religion or belief.*
- *The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service. This ensures fairness in the selection process.*

Reviewed & adopted at meeting 6th July 2020 *Version 2*

- *Posts are advertised and all applicants are judged against explicit and fair criteria.*
- *All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.*
- *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 aim to ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required. (Where necessary we will access support and advice from Norfolk Early Years advisors.*
- *We review our practices to ensure that we are fully implementing our policy for 'Valuing Diversity and Promoting Equality'. (This policy)*

CURRICULUM & ENVIRONMENT

Our environment is as accessible as possible for all visitors and service users. If access to the setting is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults.

- *We offer a broad and balanced curriculum that promotes British Values of respect, tolerance and diversity.*
- *We provide opportunities for children to have a positive sense of themselves and confidence in their own abilities, for example through allowing them to take risks and talking with them about their experiences and learning.*
- *We give children opportunities to develop enquiring minds in an atmosphere where questions are valued.*
- *We encourage children to express their views and to stand up for themselves.*
- *We promote the attitudes of collaborations, sharing and valuing others' views.*
- *We teach children to listen and respect others, through songs, stories and role modelling.*
- *We encourage children to be kind, helpful and respectful of others.*
- *We discuss the reasons for our rules and codes of behaviour with the children and help them learn to distinguish right from wrong and understand that rules matter and apply to everyone.*
- *We encourage children to reflect on their similarities and differences and provide opportunities for them to become aware of similarities and differences in people's ethnicity, culture and ability through discussions, stories and images.*
- *We challenge stereotypes through discussions, stories and activities.*
- *We promote the principle that a child's understanding of the world should never be restricted by a particular view or ideology, so aim not to convey any beliefs.*
- *We speak respectfully about different ethnic and social groups and lifestyles and will make every effort to ensure that the children's learning environment is free from stereotypes or expressions of discrimination or prejudice.*
- *We aim to ensure that children have equality of access to learning.*
- *We undertake an access audit to establish if the setting is accessible to all children*
- *We make adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments.*
- *We make 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.*
- *We celebrate a range of festivals.*

WORKING WITH FAMILIES

We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. We understand that different factors affect the well-being of children and can impact on their learning and attainment.

- *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 mothers, fathers and other carers to take part in the life of the setting and to contribute fully.*
- *For families who speak languages in addition to English, we will seek advice from Norfolk County Council Early Years team, to 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 make sure that all parents are aware of our equal opportunities policy.*

FOOD

- *We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs 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 setting.*
- *Information about meetings is communicated in a variety of ways - written, verbal and in translation (when appropriate) – to ensure that all mothers and fathers (carers) have information about, and access to, the meetings.*
- *We encourage fathers to be involved in the setting, especially those fathers who do not live with the child.*

MONITORING AND REVIEWING

So that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meet the overall aims to promote equality, inclusion and to value diversity.

We will take action against any discriminatory behaviour by staff or parents whether by:

- **Direct discrimination** – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service;
- **Indirect discrimination** - someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
- **Association** – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
- **Perception** – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation because of their mannerisms or how they speak;

Reviewed & adopted at meeting 6th July 2020 *Version 2*

- **Harassment** – unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violation to an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual. Employees will now be able to complain of behavior that they find offensive even if it is not directed at them, and the complainant need not possess the relevant characteristic themselves. Employees are also protected from harassment because of perception and association.
- **Victimisation** - is the less favourable treatment of someone compared to their peers because they, in good faith, have complained (whether formally or otherwise) that someone has been bullying or harassing them or someone else, or supported someone to make a complaint or given evidence in relation to a complaint. This would include the isolation of someone because he or she has made a complaint.

LEGAL FRAMEWORK

- In accordance with the Public Sector Equality Duty, of The Equality Act 2010, we will publish annually, through our 'Compliance Statement', which is put on the Preschool website, information to demonstrate how we have complied with the Three General Duties that are as follows:
 - Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
 - Advance equality of opportunity between people who share a protected characteristic and those who do not.
 - Foster good relations between people who share a protected characteristic and those who do not.
- Every 4 years we will prepare and publish specific and measurable equality objectives, which will put on the Preschool website and include in our prospectus.

The Equality Act (2010)

Children Act (1989) & (2004)

Special Educational Needs and Disability Act (2001)

Early Years Foundation Stage (2012 & 2014)

Other Relevant Policies:

Special Educational Needs

Staff Disciplinary and Standards of Behaviour

Looked After Children

APPENDIX

Protected characteristics as defined by the Equalities Act (2010)

- **Disability:** *A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.*
- **Race:** *Race refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins.*
- **Gender reassignment:** *The process of transitioning from one gender to another. Gender Identity refers to the way an individual identifies with their own gender, e.g.as being either a man or a woman, or in some cases being neither, which can be different from biological sex.*
- **Religion or Belief:** *Religion has the meaning usually given to it but belief includes religious convictions and beliefs including philosophical belief and lack of belief. Generally, a belief should affect your life choices or the way you live, for it to be included in the definition.*
- **Sex (Gender):** *A man or a woman. Treating a man or woman less favourably for reasons relating to their sex.*
- **Sexual Orientation:** *A person's sexual attraction towards their own sex, the opposite sex or more than one sex.*
- **Age:** *this refers to a person belonging to a particular age (e.g. 50 year old) or range of ages (e.g. 18 to 30 year). Age includes treating someone less favourably for reasons relating to their age (whether old or young).*
- **Pregnancy and Maternity:** *Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. Protection against maternity discrimination is for 26 weeks after giving birth. This includes treating a woman unfavourably because she is breastfeeding.*
- **Marriage and Civil partnership:** *Marriage and Civil partnership is defined as a 'union between two people. Civil partners must be treated the same as married couples on a wide range of legal matters.*

Signed:	Chairperson	Supervisor
Date;	Date for next Review:	